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ABSTRACT

The guide to classroom instruction in language development for trainable and primary level educable mentally handicapped children is said to be based on a 4 year demonstration project which subjectively evaluated several approaches to the stimulation of speech and language in retarded children. Stressed is the need to incorporate language activities into all curriculum areas. The teacher is encouraged to understand the verbal communication process, maintain an accepting classroom environment, learn to assess each child's verbal ability, provide new experiences for each child, and develop methods to integrate speech improvement into daily activities. Discussed generally are ways to develop language as part of the daily routine, language arts, art, music, physical education and recreation, health and safety, arithmetic, science, social studies, and life experience units. The major portion of the document consists of two sets of lesson plans, the first one based on orientation is the first week of school and the second based on typical holiday activities. The material is presented by complete days with topical themes such as color, sounds, or time. Lesson plans are organized by related subject area, activities, advance preparation and resource materials, and blackboard, bulletin board, and experience chart suggestions. The appendix includes suggested fingerplays, poems, songs, stories, and directions for simple crafts. (DB)

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classroom approach to language development for mentally retarded children

Trainable and Primary Level

Iowa State Services for Crippled Children • Speech and Audiology Division

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CLASSROOM APPROACH
TO LANGUAGE DEVELOPMENT
FOR MENTALLY RETARDED CHILDREN

Trainable and Primary Level

Iowa State Services for Crippled Children

1973

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Department of Health, Education & Welfare

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This project is an integral part of the Iowa Crippled Children's program plan and is subject to all requirements as determined by the Maternal and Child Health Services.

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CONTENTS

TO THE TEACHER 1

I. INTRODUCTION

Role of the Teacher in Developing Better Verbal Communication 7

The Verbal Communication Process 9

A Positive Climate in the Classroom 10

Providing Opportunities for New Experiences 11

Assessing a Child's Verbal Ability 12
Limited Knowledge of Relationships. Reduced Verbal Communication Limited Ability with Oral Communication. Limited Receptive Skills

II. LANGUAGE DEVELOPMENT IN THE CLASSROOM

Daily Routine 23
Opening Exercises. Story Time. Milk Break, Lunch Time, Party Time. Closing Exercises

Language Arts 34
Listening Skills. Vocabulary Recognition and Usage Skills. Language Skills Associated with Concepts of Sequence and Verbalization. Skills in Verbal Expression. Skills in Motor Expression. Skills in Written Expression

Art 48
Improve Awareness of Senses. Improve Vocabulary Recognition and Usage Skills. Improve Listening and Thinking Skills. Help the Children to Improve Verbal Expression Skills

Music 51
Improve Listening Skills. Associate Listening Skills with Motor Activities. Strengthen Vocabulary Through the Use of Song. Strengthen Verbal Expression

Physical Education and Recreation 55
Improve Listening and Thinking Skills. Strengthen Vocabulary Skills. Improve Motor Expression Skills. Improve Verbal Expression Skills

Health and Safety 58
Develop Vocabulary Related to the Specific Area of Concern. Improve Motor Expression Skills. Strengthen Skills in Listening to and Following Directions. Improve Verbal Expression Skills

Arithmetic 62
Develop Vocabulary Related to Arithmetic Concepts. Improve Verbal Expression Skills. Relate Skills to the Learning of Number Concepts

Science, Social Studies, and Life Experience Units 65
Develop New Vocabulary and New Ideas. Improve Verbal Expression Skills. Improve Listening Skills by Previewing. Increase Sensory Awareness. Utilize Motor Expression Skills. Improve Reasoning Skills

II. LESSON PLANS

Introduction to Lesson Plans 71

Orientation Unit 73

Holiday Unit 103

IV. APPENDIX

Fingerplays, Poems, and Songs 167

Stories 181

Teaching Materials and Crafts 195

V. REFERENCE BOOKS AND MATERIALS

General Craft and Holiday Ideas 257

Christmas Storybooks 259

Speech Improvement 262

Miscellaneous Materials 262

TO THE TEACHER

We believe that the classroom teacher is extremely important in bringing about effective change in the communication skills of the mentally retarded population. This belief is reaffirmed by our demonstration project*, which indicates that the desired change is more likely to occur when the teacher is able to incorporate verbal communication goals into most classroom activities, rather than relying upon a short speech lesson each day.

The purpose of this manual is to provide you with workable suggestions, developed during our research, to help you incorporate speech and language goals into your existing curriculum. Specific classroom ideas are presented that will aid you in developing methods to improve the verbal communication skills of your student. If possible, you should work with a school speech clinician. However, you can be quite effective on your own if you are aware of the various speech problems discussed in this manual, and are able to incorporate the suggested activities into your classroom routine. In this way, we feel that it will be possible for you to have a marked effect on the level of verbal communication in your class.

*From 1964-1968, the Iowa State Services for Crippled Children conducted a project to investigate several approaches to speech and language stimulation in classrooms for mentally retarded children.

This volume explores the goals of a speech improvement program and suggests activities to help you incorporate a verbal language development program into your current curriculum. Designed as a reference manual, the book contains suggestions for improving verbal communication skills in Language Arts, Arithmetic Skills, Social Studies, and Science. For purposes of illustration, sample lessons for each subject are included.

This volume also includes two complete sets of lesson plans which illustrate the continuity of verbal language development goals in a total unit. One sample unit is based on a holiday theme and can be used as daily lesson plans (with revision to allow for your individual class) for twelve days between Thanksgiving and Christmas vacation. The other set of lesson plans is based on school orientation. These sample units are intended primarily as examples of the kind of activities that can be incorporated into units which you develop on other themes, or into your subject-oriented curriculum.

The appendix in this volume contains poems, fingerplays, stories, and bibliographies. Many of the items are related specifically to the sample units, others will be useful in other unit themes and in various activities in your classroom. Worksheets and teaching materials are included.

The language development suggestions for Trainable and Primary children have been combined in one volume because of the overlap of functioning levels of children in the two groups. Yet, there are obvious differences between the two groups. Classes of Primary level children (I.Q. between 55 and 80) are generally more homogeneous in chronologic age than classes of Trainable children (I.Q. below the 50-55 range). Thus, there are many age-related interest differences which must be considered when planning activities. Also, Trainable children will usually progress more slowly than Primary children, requiring

more repetition of language development activities. There are also differences between the two groups in terms of ability, and in terms of achievement expectations. Nevertheless, we feel that the types of activities suggested in this manual will be found effective with children in both Primary and Trainable classrooms.

Although this volume is presented primarily for classroom teachers, speech clinicians will find the information helpful in gaining a greater insight into ways in which they may work effectively with classroom teachers toward development of the verbal skills of mentally retarded children.

It is hoped that this material may be easily adapted to suit your individual classroom routines and procedures. We also hope that as you study and use this manual, you will find a desire to write us with further suggestions or comments, for we believe that the classroom teacher is the key person in the effort to improve the communications skills of the mentally retarded child.

I. INTRODUCTION

I. INTRODUCTION

A great deal has been accomplished in the last ten years in providing educational opportunities for mentally retarded children. Methods of teaching have been developed which minimize some of the learning problems of these children. Yet, even though much progress has been made in the area of general educational procedures, relatively little has been done to develop specific methods for helping mentally retarded children to improve their speech and language skills.

In view of the general paucity of information regarding effective verbal language development procedures, the Speech and Audiology Division of the Iowa State Services for Crippled Children undertook a four-year demonstration project to evaluate subjectively several approaches to speech and language stimulation with mentally retarded children. The present text is based on the results of our research.

The material in this volume is designed to aid the teacher in raising the level of language ability at which the children in her class are functioning. It will help the teacher become more aware of the specific verbal communication problems of each child, thus enabling her to be more effective in establishing goals and programs to overcome these problems.

ROLE OF THE TEACHER IN DEVELOPING BETTER VERBAL COMMUNICATION

The development of verbal communication skills is a key to the mentally retarded child's success in learning. It is the foundation upon which many

other skills are built. Therefore, the classroom teacher should be greatly concerned with the improvement of the verbal communication ability of her pupils. She must learn to formulate goals for improving language, and she should strive to help the children reach these goals. We feel that the teacher who is aware of the importance of the improvement of verbal communication will be able to incorporate her language development goals into all classroom activities, and it will be unnecessary to limit speech and language activities to a brief period each day.

In order to implement such an active language improvement program, the classroom teacher should endeavor to accomplish the following:

1. Develop a thorough understanding of the verbal communication process.
2. Maintain a positive, accepting climate in the classroom.
3. Provide opportunities for each child to gain new life experiences.
4. Learn to at least grossly assess the level of each child's verbal ability.
5. Develop effective methods for integrating speech improvement goals into daily classroom activities.

The remainder of this chapter is designed to aid the teacher in accomplishing items one through four. The rest of this volume, and the greatest portion, is devoted to specific suggestions that will help the teacher in implementing item five -- the development of effective methods for use in the classroom.

THE VERBAL COMMUNICATION PROCESS

Speech improvement has traditionally been seen as an effort to correct the way a child says words, a matter of correct pronunciation. Actually, the development of verbal communication (speaking skills) is a complex process involving articulation, voice and language skills, and the mental processes of conceptualization and reasoning. It involves speaking, listening, and understanding. All of these result in the expression and reception of ideas through verbal communication.

The use of language is closely related to the reasoning process. The way a child speaks reflects the way he thinks. Thus, the length and complexity of a child's verbal output, his vocabulary, and the word patterns he uses, are indicators of his skill in reasoning and conceptualizing. By increasing the child's verbal ability, the teacher is thereby increasing the child's overall ability to learn. Educational progress often results from the development of verbal language skills, since learning, especially on the Trainable and Primary level, is largely dependent upon the child being able to reason by using words as symbols; the child must be able to use these symbols as tools for receiving and expressing ideas.

As with other developmental tasks (such as fine motor coordination, or visual-motor perception), mentally retarded children are somewhat behind normal children in developing effective verbal communication skills. This means that their ability to speak, to listen, and to understand, will develop at a slower rate. For example, the normal child has usually attained mature articulation by age eight, while the mentally retarded child is often 11 years of age before he gains the same proficiency. Therefore, in order to most effectively

educate the mentally retarded child, the classroom teacher must consciously work to develop the more efficient skills in verbal communication that will facilitate learning in all academic areas.

A POSITIVE CLIMATE IN THE CLASSROOM

Communication skills will develop best if a positive, accepting climate is maintained in the classroom. Providing a pleasurable and stimulating experiential and ideational setting for the children in a class will, in itself, encourage development of oral communication among the children. Such an atmosphere will make the use of language for self-expression an enjoyable experience. It will increase the children's self confidence, reduce any fears of failure that the children may have, and increase their desire to learn.

An important factor in establishing a positive climate in the classroom is the development of an attitude of acceptance on the part of the children, as well as the teacher. The children should be encouraged to recognize and accept the verbal contributions of all members of the class. Each child should be allowed a chance to communicate, to make a positive verbal contribution. The teacher can facilitate this by structuring situations that encourage the participation of every child in the class. In addition, the teacher should make sure that she, and the more verbal members of the class, do not monopolize the speaking situations. Even the nonverbal members of the class should be encouraged to make contributions, on their own level, and these contributions should be acknowledged and accepted by the teacher and the class.

The late Wendell Johnson, Professor of Speech Pathology at the University of Iowa, expressed it in the following manner:

> Listen to the child well, to what he is saying, and almost saying, and not saying at all. He has something he wants to tell you, something that has meaning for him, that is important to him. He is not just being verbally frisky.
>
> Respect him as a speaker. Listen to him enough to hear him out. It is wonderful for him as a growing person to feel that he is being heard, that others care about what he is saying. Assume he's doing the best he can and that it is more important for him to want to talk to you than to sound correct.

PROVIDING OPPORTUNITIES FOR NEW EXPERIENCES

Another major aspect of the teacher's role is to provide experience requisite to the acquisition of speech. The important thing to remember is that experience, in the broadest sense of the word, necessarily precedes verbalization. And our findings show that we cannot assume that the mentally retarded children in a class have been exposed to common experiences prior to entering school, or even that they understand the meaning of commonplace things in the home environment, such as "light switch," "doors," "windows," and so forth. Thus, the teacher must provide a series of common experiences during the school day, for all of the children in her class.

In order to facilitate the acquiring of new concepts, the children should be helped to experience things through all their senses. For example, once a child can recognize a flower by its color, texture, shape, and fragrance, he has acquired a concept of a flower. The integration of the "experience" of the flower must precede the association of the word, "flower," with the object.

If the teacher provides an opportunity for the children to observe and experience objects through classroom or field activities, and then verbalizes

about those observations and experiences, the children will eventually begin to associate the words with the objects and experiences, and they will imitate the teacher's production of those words. In this way, the experience becomes a vital factor in the child's acquisition, genuine understanding, and learning of the new words.

ASSESSING A CHILD'S VERBAL ABILITY

The teacher of the mentally retarded needs to understand the factors that limit the effective verbal communication of the children in her class. She needs to discover and understand the basis for these limitations. In order to do this, it is necessary to assess the level of verbal development of each child. By determining this level, she may develop realistic goals concerning the child's improvement. For example, a child who is "nonverbal," a relatively low level of performance, would not be expected to work toward the goal of improved articulation. In this case, it would be more important to concentrate on encouraging any kind of speech, even if the speech is misarticulated. Therefore, it is quite important to assess the level of the child's performance, and then to set appropriate goals for the child's improvement.

In assessing verbal communication ability, the teacher's first concern should be, whether or not a child is ready to communicate verbally. In our experience with mentally retarded children, we have discovered certain characteristics of language development that indicate a state of "readiness." The following five conditions seem to be essential for a mentally retarded child to be ready to learn to communicate verbally.

1. He must be aware of his environment, particularly his relationship to other people in that environment, whether they be members of the family or classmates at school.
2. He must develop a need to talk, and he must be aware that he can obtain the things he needs by talking. He should have learned, for example, that if he is thirsty and says, "water," or "drink," he is given a drink because he asked for it. He has relieved his thirst as a result of something he has said.
3. He must be aware that communication is a two-way process, involving listening as well as talking. He must learn to follow directions as well as to give directions.
4. He must be aware that his relationship with others depends on communication. He needs to recognize that there are rewards to be had from knowing others through the verbalizations and other means of expression they use to communicate their feelings, likes, and dislikes. He must develop the desire to communicate his own wants and emotions to others.
5. He must have a speech and language model to imitate and learn from, and he must also have stimulation to use speech. The classroom teacher can be his most effective language model.

In addition to being aware of these conditions of readiness, the teacher should also try to understand the things that interfere with getting the child ready to communicate verbally. There are a variety of reasons for the large number of deficiencies in the verbal communication of mentally retarded children, and there are many factors to be considered. One of the most important of these is the child's home environment.

An increasing amount of material has been gathered on the "culturally disadvantaged" child. These reports show that environment may have a drastic effect on how ready a child is to develop verbal communication. The teacher, then, must know about the child's family, and how they feel and interact, if she is going to be effective in understanding the verbal (and general) behavior of each child in her class. Home visits and frequent parent conferences by the special education teacher will provide this information, and at the same time will help develop mutual understanding and cooperation.

The home environment can affect the verbal communication of the child in many ways. For example, some parents, because of their sensitivity to the child's deficiencies, may tend to overprotect him. They may have always fed, dressed, and bathed the child, allowing him to do nothing for himself. He may not have been encouraged to take part in family activities and experiences. Or, he may have been pampered and rewarded for anti-social behavior. Other well-meaning parents become discouraged because their child does not respond as rapidly to the same amount of verbal stimulation that they provided their other children. These parents may give up, and as a result, the child, who in fact needs much more verbal stimulation to learn to talk, may actually get much less.

Another important requirement in assessing the child's level of verbal development is -- that the teacher develop an understanding of the kinds of basic problems that mentally retarded children have with their verbal communication. The following topics are presented as guidelines for helping the teacher discover and understand the basis of the verbal limitations of the children in her class, in order to more accurately assess their level of performance.

Limited Knowledge Of Relationships -- Some Trainable and Primary children have little understanding of the relationship between themselves and their environment, or of the relationships among objects.

1. Limitation Of Knowledge Of Relationships Between Self And Environment The mentally retarded youngster, especially a younger Trainable or Primary child just starting school, has difficulty adjusting to the routine, the teachers, other pupils, the physical setting, and all the school regulations, because they are new experiences. The child is often unable to organize his new perceptions so that they are psychologically acceptable to him. Such a child must be helped to learn to adjust to the new environment before he can function effectively.
2. Limitation Of Knowledge About Relationships Among Objects. Many mentally retarded children do not view a given object as a part of a distinct class of objects. For example, a younger child may not distinguish between individual dogs, such as the neighbor's dog and his dog. Or he may not differentiate dogs as a separate class of animals, but may call all animals dogs (or cows, or cats). Older children may also lack knowledge of relationships at varying levels of association.

Reduced Verbal Communication -- This refers mainly to the quantity of verbalization, rather than the quality of verbalization. The mentally retarded child often simply speaks less than a normal child. In many instances, this is because verbal communication is difficult for him, and consequently, less rewarding.

1. Little Verbalization At All. This is most frequently found in Trainable classes and Primary educable classes where formal educational training is a relatively new experience. This may also be observed, perhaps to a lesser degree, in older educable classes where a child verbalizes only when called upon, and then only after some insistence from the teacher. In other words, the child is still not verbalizing to communicate his feelings, and he is not using verbal communication to interact with others.
2. Shorter Lengths Of Response. Some children who verbalize often enough, may still have reduced verbal communication due to the use of one-word utterances, incomplete sentences, or very simple sentences.

Limited Ability With Oral Communication -- Limited ability with oral communication refers to a lack of skill, or an inability to use verbal communication because of a paucity of verbal skills.

1. Limited Vocabulary Or Depressed Vocabulary Skills. Again, this characteristic varies from one class level to another. In the Trainable and the Primary classes, this vocabulary deficiency may be shown on simple naming tasks and on tasks that require a child to identify objects named by others. In more advanced classes, a lack of variety of object classes, such as the use of the name "car" for all motor vehicles, can be indicative of depressed vocabulary skills. Depressed vocabulary may also be reflected by limited use of descriptive words such as adjectives and adverbs.
2. Poorly Developed Grammatical Skills. Some of the more common difficulties in this area include inaccurate verb tenses, lack of

agreement between subject and verb, inaccurate gender and case of pronouns, the omission of prepositions, and missing articles such as "the," "a," "an," and "some."

3. Articulation Problems. Inaccuracy in speech sound articulation patterns is often a characteristic problem in Trainable, Primary and Intermediate classes. The substitution by some children of one speech sound for another may make their speech very difficult to understand. Certain speech sounds may be omitted altogether or distorted in such a way as to result in unintelligibility. It is therefore not unusual to find many developmental articulation problems in special education rooms. Misarticulations may also be associated with some physical problem.

Limited Receptive Skills -- Limited receptive skills often coincide with problems in expression, although not usually on a one-to-one basis. That is, a child's receptive skills can be much better than his expressive skills, but the converse is not true.

1. Limitations In Listening. Some children simply have not learned to pay attention and to listen because there was no reward or positive reinforcement for attending to what was being said. Other children may be distractible for physiological reasons.
2. Limitations In Understanding. The problem of limited understanding may be related to a child's limitations in vocabulary, grammar and syntax. However, for some children, limitations in understanding may be related to inability to remember more than a short sequence of words. Limited ability to retain ideas may be the result of

either psychological or physiological problems.

3. Hearing Loss. Surveys of special education classes reveal that an unusually large number of the children have hearing losses. Some hearing problems are transitory and intermittent, so that one day a child's hearing may be normal, while on another day he may experience a great deal of difficulty in hearing. Other hearing losses are chronic in nature. Some hearing losses may affect all pitches, while others may affect only those pitches one must hear in order to understand speech. With some losses, the child may be able to communicate quite well in a one-to-one situation, but have much difficulty in a group or in a noisy room.

We have described some of the speech and language patterns which are characteristic of the entire classroom population. Some children may have more severe language deficiencies which require the special help and close attention of a trained speech clinician. In this case, the teacher should work with the speech clinician in improving the overall verbal skills of these children. Also, when a speech clinician is available on a frequent basis, it is effective for the teacher to work with the clinician in developing programs for the whole class.

Even though there are many different levels of language ability in each class, and many individual problems in verbal communication, the teacher can help all of the pupils in her class by stressing speech and language in every activity throughout the day.

Language opportunities are everywhere and not to be considered only during a specific portion of the day set aside for language activities. When this training is a regular part of all experiences, children learn the utilitarian and social value of speech and can participate regardless of the level of their expressive language. Classroom concern is with language improvement rather than with articulation. The goal is intelligible oral expression with language first in importance and speech second.

Rose C. Engel, Language Motivating Experiences for Young Children. Los Angeles: University of Southern California

II. LANGUAGE DEVELOPMENT IN THE CLASSROOM

II. LANGUAGE DEVELOPMENT IN THE CLASSROOM

The speech and language skills of Trainable and Primary children will vary greatly. Some of these children will have few, if any, verbal communication skills, while others will speak in sentences and communicate their ideas readily. When planning speech and language development activities, you should keep in mind that not all the children will be able to accomplish the same goals. Yet, each child should be encouraged to communicate with others in the best way he can, and should be helped to develop communication in every way that he is able.

DAILY ROUTINES

The following activities can be adapted to become part of your daily classroom routines.

Opening Exercises -- Because mentally retarded children can function best when they can anticipate the repetition of certain procedures each day, it is important that a daily routine be adhered to. Commence each day with some standard activities which the children will learn to associate with the beginning of the school day. The opening exercise period should be a relaxed time in which the children can share in some way their thoughts and feelings regarding something which happened prior to their arrival at school, or something which is planned for the day. This period should also include some rote procedures that will teach basic information and vocabulary associated with the date, weather, or special events in the day.

The following are some suggestions for using the opening period of the day to stimulate speech and language in the classroom. A sample lesson plan is included.

1. Begin the day with the pledge of allegiance to the flag. This type of rote repetition may encourage verbalization in the nonverbal child and should help to establish sentence rhythm, improve pronunciation, and establish the idea of using complete sentences (particularly articles and prepositions which are frequently omitted in a Trainable or Primary child's speech).
2. Sing a patriotic or greeting song. Most Trainable and Primary children seem to respond to music, and it may encourage the nonverbal child to participate. It may improve the speech of the verbal members of the group by encouraging the development of structurally and grammatically correct sentences. Singing also helps to establish the sense of rhythm that is an essential part of oral communication.
3. Use the calendar to note the date, the day of the week, and the month of the year. This activity provides an opportunity to establish some concept of time and the sequencing of numbers, of days in the week, and of months in the year. Although, for some Trainable children, time concepts may not have much meaning, most children can understand the idea that on Monday school begins for the week, that Friday is the last day, and so on.
4. Establish a routine whereby each of the verbal children in the class takes a turn reporting the weather conditions and temperature for the

Sample Lesson Plan For Opening Exercises

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
1. To begin providing speech and language stimulation 2. To improve recognition of vocabulary words related to the daily routine such as "clock" or "time" 3. To encourage better listening habits 4. To stress an ordered and structured routine to be followed daily *Additional Goal for Primary Children* 5. To improve understanding of the relationships of days, weeks, and months and the names of the days and months	"Hello boys and girls. It's time for school to start. Who can find the clock?"...Look at the hands on the clock. The big hand is at (12) and the little hand is at (9)." (Point to the hands as you say this) Does anyone know how to say that time? Yes, it's (9 o'clock). Every day when the clock tells us 9 o'clock we know it is time for school to start. Let's all say 9 o'clock. When the clock tells us this, we must all sit in our chairs and be very quiet." "Today is (Monday), the first day that we come to school. I will show you where Monday is on the calendar. Today has a number too; it is number (28). Today is Monday, August 28. Here is a picture of a school. We will paste that in the square for today, Monday, August 28. Who knows why?...Because today is the first day of school." "Is it a nice day? Yes, the sun is shining. We will paste a sun on our calendar for Monday, August 28." "Every day we will talk about the name of the day, what we will do that day, and what the weather is like."	Clocks -- a real one and a "play" one with hands that can be set Calendar with squares large enough to include an illustration Picture of school Weather symbols	

day. Encourage nonverbal members of the group to help illustrate the prevailing conditions with a sketch above the date on the calendar. Use a tagboard thermometer to illustrate the temperature. The ability to compare and contrast can be developed by discussing the day's weather and temperature conditions and comparing them with those of the previous day, or the week before. Develop the concept of seasons as they are related to the weather, temperature, and what is happening outside.

5. Discuss any special events for the day or for the week such as a holiday, a birthday, or a special event at school. Again, encourage the nonverbal students to illustrate special events on the calendar. This will help to develop time relationships.
6. Note the number of pupils present and the names of those absent. This will develop an awareness of identification of others in the group and will also establish a group feeling. Identity as part of a group will help to establish a stronger social base for communication.
7. Encourage a brief, spontaneous "sharing time" in which the verbal children share news from their homes or neighborhoods, or their ideas which are of concern. The nonverbal children can be encouraged to share a book, a picture, or something which they have brought to school. This type of activity is an excellent way of encouraging development of verbal skills by making social communication a pleasurable and rewarding experience. Make a daily illustrated experience chart, using simple, complete, grammatically accurate sentences. Strengthen reasoning and listening skills and "wh" concepts by asking

"who," "what," and "where" questions to review the information which each child has contributed. The teacher can note specific improvement in speech and language, such as Johnny's improved rate, Bobby's louder voice, Mary's oral contribution as compared to previous use of gesture. In time, the children will develop an awareness of the various aspects of speech. The "sharing time" portion of the opening exercise period should be a pleasant, positive speech experience which will encourage the desire to communicate by positively reinforcing the contributions of each member of the group.

Story Time -- Reading aloud to children provides a good speech and language model and is one of the better ways to stimulate speech and language development. Therefore, a special time each day should be devoted to "reading" to the class. The story can be related to some definite area of study such as health or science, or it can be for enjoyment alone.

The following are suggestions for strengthening speech and language skills through story time.

1. Choose short, simple stories with many illustrations which can be shown to the group. Because of their short attention span and limited understanding, Trainable children will gain more from stories that are brief and uncomplicated. The stories for Primary children may relate to experiences with which they are familiar. Introduce the story by associating it with the group in some way and by telling the children why they are going to hear it. For example, if the story is being told because it is related to the season of the

year, a special holiday, or a special event, review this information with the children and relate this to the story about to be told.

2. Read or tell the story with enthusiasm, using accurate pronunciation and appropriate rate, loudness, and inflection so that your speech serves as a good model for the class.
3. Encourage good listening habits by instructing the class what to listen for before reading or telling the story. After the story has been read, ask "who," "what," "where" questions with regard to the characters and events of the story. This is especially important for Trainable children who need much repetition of ideas to insure understanding.
4. Strengthen reasoning skills by asking the children to recall the sequence of events in the story. The repetition of ideas through questions and answers at the completion of the story will help those who missed the point of the story while it was being read.
5. Increase recognition vocabulary by helping the children define and illustrate new words in the story.
6. Increase use vocabulary by encouraging the children who have some speech and language skills to use new words in simple sentences.
7. Improve spontaneous verbal expression by encouraging the children to retell the story, tell what they liked best about it, or to compare the incidents in the story with their own personal experiences. The teacher may also ask questions which encourage the children to describe objects, places, people, or emotions in the story, and to compare them with their personal experiences. The nonverbal children may be

Sample Lesson Plan For Story Time

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
1. To improve recall by sequencing events 2. To improve listening skills 3. To encourage class participation in a story 4. To encourage self-expression through creative play	1. Using a flannelboard, or a book with large illustrations, tell a favorite story, such as "Little Red Riding Hood." If possible have the students help tell the story. 2. Review the story by sequencing 3 or 4 pictures such as Red Riding Hood waving good-by to her mother, the wolf chasing Grandma into the closet, Red Riding Hood talking to the wolf in Grandma's bed, and Grandma and Red Riding Hood, smiling. Ask what happened first, then what, describing each picture. 3. Allow the children to act out the story. Encouraging creative expression by providing minimal structure.	Flannelboard Felt or flannel-backed characters from a favorite story, such as "Little Red Riding Hood" 3 or 4 illustrations from the story *(Optional)* Reference Book: Barbara McIntyre, *Informal Dramatics for the Special Pupil*	1 2 3

encouraged to "communicate" by having them point to a picture which illustrates the part of the story they liked best, the emotion they feel, or the answer to a specific question, such as, "Where is the unhappy boy?"

8. If the story lends itself to dramatization, encourage the children to act it out. This type of activity is especially appropriate for the nonverbal and less verbal members of the group who have difficulty expressing their ideas in response to questions.
9. Increase awareness of a specific speech sound if there is a repetitive "sound" in the story. Emphasize the rhythm and/or rhyme each time the refrain is repeated in the story, and associate it with body movements if appropriate.

Milk Break, Lunch Time, Party Time -- Because the primary educational goals for Trainable children are not concerned as much with academic progress as with the inculcation of good social and self-care habits, the milk breaks and lunch periods are very important periods of the day. For both Trainable and Primary children, the concept of pleasant social conversation during a meal, the manners which are associated with this type of situation, and the vocabulary related to the foods being served are important, and they can all be taught and positively reinforced each day.

The following suggestions illustrate ways in which language goals may be implemented during milk break, lunch time, and party time.

1. Engage the group in conversation during each milk break and lunch period. Encourage the verbal members of the group to talk about pleasant things which are going to happen.

2. Encourage the children to speak with appropriate rate and loudness, and prompt them not to talk with their mouths full.
3. Strengthen listening habits by encouraging all members of the group to listen when someone is talking.
4. Strengthen use of vocabulary by teaching and encouraging the use of "please," "thank you," "you're welcome," "excuse me," and other social expressions. Such "automatic" responses are usually among the first utterances a previously nonverbal child acquires.
5. Strengthen both use and recognition vocabularies by teaching the names of the various foods being served for lunch or snack, and/or the names of any visitors present.
6. Improve skills in following directions by assigning the children specific duties to be carried out during this time, such as passing out straws and clearing the table.

Closing Exercises -- The closing exercises of the day should give the children an awareness of what they have accomplished during the school day. If the last five or ten minutes are spent reviewing the new material presented each day, or talking about what the children most enjoyed doing, they will leave school happy and will look forward to returning the following day. It is often pleasant to follow the review of the day's activities with a "good-bye" or closing song. These kinds of activities are recommended for several reasons.

1. If the pertinent material presented that day is reviewed, the child can more readily answer the question, "What did you learn at school today?", when he arrives home.

2. The closing review may elicit responses from reticent pupils who did not contribute to the class earlier in the day. They may feel more confident about participating in the discussion when old ideas are being reinforced.

3. A pleasant closing activity has the effect of calming and relaxing the children before they go home for the day. If the activity is consistently followed, the children will know what to expect at the end of the day and the activity will be pleasurable. The children can then leave with a sense of accomplishment about the school day.

Sample Lesson Plan For Milk Break, Lunch Time And Party Time

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
1. To improve verbal communication in a social situation 2. To stress table etiquette 3. To begin to build an awareness of different types of foods	1. During lunch encourage the children to practice the manners learned in class. 2. Encourage quiet, pleasant social conversations and as much leisure as possible. 3. Informally discuss the menus, describing and naming whether the item is fruit, vegetables, meat, milk, and so on. 4. After lunch review the meal by beginning a scrapbook of meals, illustrating if possible with pictures or your own drawings. Pictures of foods may be pinned on a bulletin board and changed each day.	Scrapbook Pictures of food (collected from magazines or from commercial sources such as the National Dairy Council)	

LANGUAGE ARTS

Although speech and language goals should be stressed throughout the day, we believe that a special period each day should be set aside to stress a specific speech or language goal. The specific goal can come from any one of the language areas deemed to be important for the class, such as listening, vocabulary, reasoning, verbal expression, motor expression, and possibly written expression. The language arts lesson may be related to other activities and may be a review of material and ideas presented earlier in another subject area. Or it may be a presentation of new material developed to strengthen a specific language goal.

The following are suggestions for developing a language arts program for Trainable and Primary children.

Listening Skills -- For the most part, Trainable and young retarded children are found to have short attention spans and poorly developed listening skills. Listening is essential for most learning, and particularly for the development of speech and language skills. Often these children must be taught to be aware of sounds and their sources as the first step in learning to listen for meaning. Listening and auditory discrimination skills should be taught with an emphasis on what to listen for. The following are suggestions for improving listening skills.

1. Improve gross sound discrimination.
   -- Use noisemakers to teach discrimination between familiar environmental noises such as bells, sticks, whistles, Halloween noisemakers, horns, rattles, marbles, and drums.

-- Use recordings to teach discrimination between environmental noises such as the telephone ringing, a police siren, an airplane, a car, or various animal sounds.

-- Teach the children to discriminate between various noises people make, such as sneezing, laughing, crying, coughing, blowing the nose, singing, or talking.

-- Take class walks and encourage the children to listen to and identify the various outdoor noises, such as wind, birds, various animals, airplanes, and cars.

-- Encourage the children to close their eyes and identify the various sounds in the classroom, such as breathing sounds, the buzz from fluorescent lights, chalk on the chalkboard, a door slamming, various objects dropping, chairs scraping on the floor, water running, and other sounds.

2. Improve speech sound discrimination.

-- Choose a "sound" for the day (or week) and give it a name such as "Sammy Snake." Read stories and poems emphasizing the particular sound. Books, such as Talking Time and Speech Correction Through Listening are helpful. Play "games" where the students have to identify a sound.

-- Find pictures of objects with names beginning with the same sound. Paste them in a scrapbook.

-- Plan activities where the students must listen to rhyming words. For example, recite familiar poems and nursery rhymes, omitting final words. Call on the children to supply the missing word.

(Additional Primary Objective)

-- Talk about and demonstrate the "speech helpers," (tongue, lips, and teeth). Have students raise their hands when they hear a sound made by a given speech helper (b, m, p for lips). For discrimination, use other sounds not made by using lips.

3. Improve skills in listening to others.

-- Teach the children to listen to each other during a discussion. By repeating the contributions of each member of the group, and illustrating them on the blackboard, the teacher can reinforce the importance of listening to others talk.

-- Occasionally allow the children to "be the teacher" and have them give instructions for the others to follow.

(Additional Primary Objective)

4. Improve self-monitoring skills.

-- Teach the children to listen to themselves and monitor their own speech and language production. By using a tape recorder, the children can listen to and become aware of their speech. They can hear which things need improvement, such as rate of production, volume, articulation and sentence structure. Note: With Primary level children, it is much more effective to record short segments or familiar phrases, and then stop often for evaluations.

5. Improve skills in listening for directions.

-- Initially give directions one step at a time, then gradually increase the number of instructions to be followed as listening skills improve.

Vocabulary Recognition and Usage Skills -- Both recognition and use vocabularies of Trainable children are usually quite limited. This is due to limited intellectual ability, and perhaps to a general lack of experience. Vocabulary needs to be repeated and reviewed in a variety of ways to facilitate comprehension and retention.

1. Teach and/or review the vocabulary items that the children will incorporate into their speech, and the vocabulary words that the children may not use in speaking but will need in understanding others.
2. Use real objects, demonstrations, and pictures to teach the names of common objects, actions, colors and feelings.
3. Associate new words with something already familiar to the group to aid in acquisition and understanding of the word.
4. Point out familiar objects when they are seen in new situations or appear different from the example originally used to teach the name. ("That's a chair, too," or "He's sad, too.")
5. Use of new vocabulary can be facilitated by encouraging the children to participate in activities such as question-and-answer games in which new words are used to complete open-ended statements.

Language Skills Associated With Concepts Of Sequence And Generalizations -- Concepts of sequence, associations and generalizations are essential to the development of a child's language skills. The child must be able to attend, to identify and at least partially understand what he hears before he can arrive at conclusions and communicate them, either orally or through

gestures. The Trainable children's abilities in these areas are usually limited, and vary according to the age and functioning level of the child. The suggestions given below may not work with all of the Trainable children in a class, but should be attempted to develop and improve the reasoning skills of those children able to participate.

1. Develop skills in sequencing events.
   -- Instruct the children to pick illustrations from a story in order of their occurrence. "Sequence" cards or puzzles can be made or bought for the purpose.
   -- "Act out" favorite stories, stressing the correct order of events.
2. Improve skills in associations and abstracting.
   -- Teach the children to associate words with broad categories of objects, such as body parts, items of clothing, foods, furniture, and community helpers.
   -- Teach the children to associate specific objects with more specific categories, such as type of clothing and equipment needed for various kinds of work.
   -- Have the children make scrapbooks classifying words, such as names of toys, clothing or food. Pages may be added for special language units, such as holidays or class trips.
   -- Plan games, such as "What's Missing?" Put several objects on the table (begin with 2 or 3 objects). Instruct the students to cover their eyes while you remove one object. Then, call on individuals to tell what is missing. As the children become more familiar with the activity, use pictures on the flannelboard. If children

are nonverbal, provide them with pictures of the object that they may hold up.

-- Choose four objects -- three that are somehow related to each other and one that is not -- such as bathtub, toilet, toothbrush, and bed. The children must name the item that does not belong. Discuss how the three items are related.

3. Develop and expand skills in generalizing and applying information to practical situations which involve the members of the class. Apply a situation presented in a story to the experiences of the class by asking questions, such as, "Do you remember when we saw that in the movie?"
4. Develop and expand the ability to select or reject alternatives and arrive at a decision regarding a problem presented.
   -- Ask questions, such as, "What would happen if...?" or "What would you do if...?" which can be responded to either verbally or through worksheet activities.
   -- Expand the ability to discuss alternatives and arrive at the decisions needed in planning or organizing a class activity, such as a party or a field trip. Guide the children's thinking in making such decisions.

Skills In Verbal Expression -- The Trainable or young educable child's verbal expression is often quite limited by poorly developed articulation, vocabulary, grammar, and language structure. Some Trainable children have no oral communication. The main goal of language arts should be to develop and improve verbal expression skills. In the beginning, many of these goals will be

related to intense speech stimulation. The following activities are especially important for Trainable and nonverbal children.

1. Increase awareness of speech and of speech production.
   -- Teach the children to look at your face when you speak.
   -- Take each child's hand and place it on your face so that he can feel the movement of face and lips.
   -- Hold each child's hand in front of your lips to allow him to feel the air during speech.
   -- Acquaint the children with their speech helpers (lips, tongue and teeth.) Use a mirror and encourage the children to imitate your movements of lips and tongue, and teeth. Play games, such as "follow the leader," which encourage use of the "speech helpers." Read a relaxation poem, such as can be found in Talking Time in which various tongue and lip movements are stressed, or which illustrates the speech helpers.
2. Work to improve overall intelligibility of oral communication.
   -- Stress accurate articulation by using the speech improvement suggestions found in material in texts such as Talking Time, or use reading readiness materials which stress beginning sounds, or rhyming words with like endings. Show the children how to produce the sound being stressed on a particular day. Encourage practice as a group, and individual practice for those having difficulty with a specific sound. Work on identification and recognition of speech sounds as well as production.

-- Work to improve individual rate, loudness, pitch, and voice quality by using the tape recorder to record each verbal child's speech. Discuss which children used appropriate pitch, and which voices were interesting to listen to because of appropriate rhythm and inflection. Keep a chart to have a record of each child's progress throughout the year.

3. Work to improve each child's language skills.

-- Teach appropriate grammatical skills, such as the formation of plurals, appropriate verb forms, prepositions, connecting words, and possessives, by constructing lessons with pictures and worksheets that stress a particular aspect of grammar. Demonstrate the particular form to be stressed. For example, using paper cups and miniature animals, demonstrate prepositions by placing an animal on, in, under, beside, in front of, behind, and/or between a cup(s). Ask, "Where is the cow?" The children should be encouraged to answer with a complete sentence if possible (or a complete phrase) e.g., "The cow is on the cup." Similar procedures may be followed for verb forms, plurals, adjectives, and other parts of speech. Demonstrations help for clarification and understanding -- which is a prerequisite for proper usage. As the children become more familiar with these forms, reinforce the particular aspect of grammar through pictures from magazines. Pictures used in teaching these aspects of grammar are an important section of each teacher's picture file.

-- Teach usage of complete sentences. In the beginning of the year,

it will probably be necessary to construct activities to teach use of simple sentences. Begin by planning activities requiring a single sentence response, with only one part of speech changing. For example, hold up objects one at a time and ask, "What do you see?" The children should answer, "I see a ball, I see a book, I see a pencil." (REMEMBER -- This may not be a realistic goal for every Trainable child in your class. For the nonverbal child, you may be striving for a simple one-word response "ball, book, pencil"). As the children's simple sentence usage improves, add descriptive adjectives, and later, complex phrases, so that "What do you see?" is now answered, "I see three yellow balls," and so on. Some activities for more spontaneous sentence usage should be included occasionally. For example, show the children a picture and ask them to make up a story about the picture. For Primary children, write sentences on the board or on an experience chart, and discuss their completeness.

-- Work to improve skills in describing with detail. Plan activities that require the children to describe a person or situation or feeling. For example, show the class a picture of a little girl and ask them to describe the picture. "I see a <u>little</u> girl. She has <u>brown</u> hair. She has a <u>dirty</u> face. She is <u>crying</u>. She is <u>sad</u>. Her dress is <u>torn</u>." Use a series of pictures for each feeling. "The boy is sad. The father is sad. The puppy is sad." Then mix pictures of various feelings and ask the children how the people (or animals) feel. Reinforce the feelings by having

the children imitate the expressions. Collect pictures that can be captioned with common verbal expressions, such as please, thank you, be quiet, ouch. Ask the children to tell what the people are saying.

-- Work to improve the children's ability to define, compare, and contrast likenesses and differences between two or more objects or events. Pictures of opposites (big--little, fat--skinny, tall--short), real objects (big and little apples), and commercial materials (such as Peabody kits) can also be of value when teaching these concepts.

-- Improve the ability to solve problems verbally by asking, "who," "what," and "why" questions which are related to material that has already been presented.

-- Teach the children to give identifying information about themselves, such as their complete names and addresses, and work to develop their ability to relate emergency messages.

-- Teach the children how to give directions, stressing the importance of an order or sequence of steps needed to do something or get somewhere. The use of objects and demonstrations of what comes first, then next, and then last are helpful in developing this ability.

-- Acquaint the children with specific speech and language situations which they will encounter. Teach the proper use of the telephone, and allow the children to practice phone etiquette for various situations. (In some areas, teachers may borrow mock telephones

from their telephone company.) Teach the children how to introduce themselves or another person to a third party. Teach the children to give appropriate greetings when someone new joins the group. Teach the children how to have a social conversation. Emphasize appropriate speech and language skills as well as the importance of listening to one another. Teach the concept of class discussion by encouraging all children to contribute as well as to listen to others.

Skills In Motor Expression -- Many Trainable children speak infrequently and/or inadequately. These children often develop a system of gestures which others need to interpret. Gestures are also a means of clarification or emphasis for those children who communicate verbally. Pantomime and dramatization are forms of motor expression which are fun for all children and often offer the only avenue for pleasurable communication for many nonverbal Trainable children. This type of communication may be a beginning avenue for an "unverbal" Primary child. The following are suggestions for incorporating these kinds of activities into the language arts program.

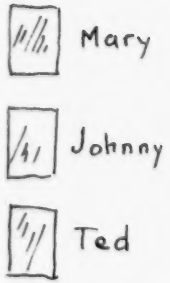
1. Encourage the children to respond with appropriate facial and/or body responses to different emotions such as happiness, sadness, worry, fear, agreement, and opposition.
2. Encourage the children to pantomime daily activities such as brushing teeth, washing hands, eating, and getting dressed, since all of the children in the class are probably familiar with these actions, and need further stress of the importance of good self-care skills.

3. Encourage the children to dramatize a familiar nursery rhyme or story as you read it to the class.
4. Encourage the children to respond appropriately to music as you play a record which denotes various moods.
5. Encourage role-playing by having the children act out the duties of familiar people, such as a mother, a policeman, a doctor, or a teacher.
6. Use an action poem, a song, a familiar object or animal, or a choral reading to teach the accompanying actions and/or rhythm.
7. Plan activities that require the communication of a message through gesture, such as "help," "I'm hungry," "I'm sick," and so on.

Skills In Written Expression -- Although Trainable children may never do any creative writing by themselves, an exposure to written expression as a part of the language arts program may carry over to verbal language skills and will also introduce the children to graphic communication. Such stimulation is also important in preparing Primary children for later writing skills.

This can be done through the use of illustrated experience charts which the children dictate to the teacher. These written activities will also serve the purpose of repeating and reinforcing information, new vocabulary, and aspects of grammar and sentence structure which have been stressed earlier. The teacher should help the children to develop understanding through pictures so that these Trainable children can gain limited knowledge by interpreting pictures in current magazines and newspapers, even though they may not be able to read.

Sample Lesson Plan For Language Arts

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
1. To improve skills in describing 2. To continue to provide speech and language stimulation 3. To continue to improve recognition of colors 4. To increase self-awareness and awareness of others 5. To stress recognition and use of names *Additional Goal for Primary Children* 6. To improve skills in critical listening	1. "Yesterday we talked about boys and girls. Today we are going to learn about everyone in our class. Mary, come. What is your name? What color are your eyes?" If the child is nonverbal, you supply the words as you show a warm acceptance. For example, "This is Mary. Mary has brown eyes (pointing to her eyes). She has short, dark brown hair. She is wearing a red dress." Mary can see herself in the mirror. 2. "Let's draw a picture of Mary." (Using crayons, match the various crayons with the colors of her clothes and features, reviewing the names of the colors) Write the name of each picture. Continue in similar manner for all the children. *Optional:* If you have a Polaroid camera, take a picture of each child. Make a big production of comparing the photograph with the person. Using a long sentence strip, paste the photograph next to the child's name. 3. Review by asking, "Tommy come. Show me Mary. Find the picture of Mary," or point to a picture and ask, "Who is this?" For those who are most verbal encourage a complete answer, such as, "This is Mary."	Slot Chart Tagboard strips Mirror *Optional:* Polaroid camera with color film A picture of a boy and a picture of a girl	

In the Primary room, such written activities illustrate for the children the use of complete sentences, capitals, periods, question marks and other punctuation. Written exercises can also be used as an early reading experience for the children. The following suggestions may help to make written activities more meaningful:

1. Guide the thinking of the class, but use the sentences the children construct. Say each word as you write it. New vocabulary words should be illustrated with pictures to enhance understanding.
2. "Read" the written sentences and/or questions as a group, practicing appropriate inflection as the sentences are read.

ART

Creative art activities in the classroom can also help develop the speech and language skills of mentally retarded children. The use of a variety of materials can make the child more aware of his environment as he experiences new sensations of touch, smell, and vision. An art creation is also a form of self expression. The creation of something that will be shared with others affords many opportunities for speech and language development. The following are some concepts that can be strengthened through art projects.

Improve Awareness Of Senses -- The following activities will help the children become more aware of their environment as they carry out art projects.

1. Encourage the children to use the sense of smell to recognize likenesses and differences in various types of materials used in art projects, such as paints, fixatives, glue, and paste.
2. Improve the children's ability to learn through the sense of touch by pointing out to them the feel of a wide variety of materials used in art projects, such as yarn, straws, macaroni, cotton, sandpaper, string, wool, clay, and finger paint.

Improve Vocabulary Recognition And Usage Skills -- Emphasize the words for colors, materials being used, or processes involved, by illustrating these terms as they occur.

1. Stress likenesses and differences by helping the children make comparisons when new materials or media are used for art projects.
2. Stress the appropriateness of colors for a specific art project, for example, people do not have purple hair; trees have green leaves

Sample Lesson Plan For Art

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
1. To reinforce color names 2. To improve skills in listening for and following directions 3. To improve skills in observing and in drawing observations 4. To encourage individual efforts and achievements	Put a large sheet of paper on the board. "Let's draw pictures of things in our room that are red. Here is a red pencil. Mary, come. What color is the pencil? Can you draw a picture of the red pencil?" Continue the activity by asking the children to name the objects drawn. Encourage them to use the name of the color too. On smaller sheets of paper draw a large apple (one sheet for each child). Instruct the students to color the apple red.	Large sheet of paper Crayons or markers	
Additional Art Experience for Primary Children 1. To increase understanding of color concepts and relationship among colors 2. To allow self-expression through experimentation	1. Make a color wheel, using tissue paper circles. Begin by placing the three primary colors. Overlap a red and yellow circle to get orange; yellow and blue to get green; blue and red to get purple. 2. Allow the children to experiment with mixing the primary paint colors to obtain the secondary colors	Paints, brushes Paper Tissue paper (red, blue, and yellow) Scissors Paste	

in summer, and yellow, red, and brown leaves in the fall.

Improve Listening And Thinking Skills --

1. Encourage the children to illustrate something that happened earlier in the day, such as, an idea from a story, a field trip, a visitor, a program, or a change in the weather.
2. Plan some projects that require the children to follow a sequence of directions; for example, first cut, then paste, then color. Or set up an assembly line to construct an art project, with each student doing his assigned task.

Help The Children To Improve Verbal Expression Skills --

1. Provide an opportunity for the children to talk about their art projects. Encourage them to describe their drawings and paintings.
2. Encourage both class participation through discussion, and spontaneous verbalizations by planning a project which will involve every child in the class, such as a mural for the room, or decorations for a special time of year or for a party.

(Additional Primary Objective)

3. Construct an experience chart related to the class discussion of a project, encouraging the use of grammatically accurate and complete sentences. Refer to the experience chart as the project is being completed.

MUSIC

Many speech and language goals can be implemented through classroom music activities. Music may also be the primary area of expression for the nonverbal child. The following are some suggestions for integrating speech and language goals into the music curriculum.

Improve Listening Skills --

1. Use records or noisemakers to teach discrimination between, and identification of, various sounds and noises, inside and outside the classroom. Include the sounds that animals make.
2. Use records or musical instruments to teach discrimination between various musical tones and identification of their quality, such as high or low, soft or loud.
3. Use records, or songs played on a musical instrument, to teach the children to discriminate between and identify music that is fast or slow, or that is happy or sad.
4. Use records or a musical instrument to play parts of familiar songs for the children to listen to and identify.

Associate Listening Skills With Motor Activities --

1. Play a game, such as "musical chairs."
2. Encourage the children to listen to and "act out" the mood and/or rhythm of the music played on a record or a musical instrument, such as march music, circus music, and rock and roll.
3. Play a song and encourage the children to listen to the words and pantomime the actions suggested, such as leaves falling from a

tree, elephants walking or airplanes flying.

4. Provide instruments for a rhythm band, such as sticks, bells, a triangle, sandpaper blocks, and a tambourine. Play a record, or a song on a musical instrument, and encourage the children to listen to and "beat out" the rhythm of the song with their rhythm instruments. Reinforce the concept of rhythm and the different types of rhythm patterns by having the children listen to and "beat out" the many different types of rhythm, such as marches, waltzes, nursery rhymes, and familiar songs that the children also sing.
5. Use the rhythm band instruments to teach the children to listen to, and respond with their instruments to, variations of loudness in a song.

Strengthen Vocabulary Through The Use Of Songs --

1. Talk about the words of a song. Explain the meaning of any words that the children do not know.
2. Encourage the children to listen to the words of a song to pick out the rhyming words.
3. Discuss the idea that the words of a song tell a story. Explain the meaning of the "story."
4. Read a line from a familiar song to the children, omitting the final word. Have the children supply the missing word.
5. Encourage the children to recall the words to a familiar song. Do this as a group activity, calling on many children to give the next line of the song.

Sample Lesson Plan For Music

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
1. To reinforce the activities and vocabulary from the Health lesson 2. To improve coordination of motor skills with singing 3. To improve rhythm	Teach the class "Here We Go 'Round the Mulberry Bush" making up verses and actions to correspond to the activities discussed in Health, such as "This is the way we brush our teeth...wash our hair...shine our shoes...take a bath." As the students become more familiar with the song, allow them to make up verses if possible		

Strengthen Verbal Expression --

1. Develop sentence rhythm, various rates, and differing levels of loudness through group singing.
2. Develop awareness and skill in pitch and tone quality by having the children match the pitch and tones as they sing a song.
3. Develop use of inflection by encouraging the children to respond to the mood of the song with their voices, such as light and happy, excited or sad. Encourage appropriate facial expression to accompany the mood.
4. Strengthen accurate articulation of sounds and pronunciation of words through singing.

PHYSICAL EDUCATION AND RECREATION

Physical education activities are pleasurable experiences for most children, and, like the academic areas, they afford good opportunities for the development of speech and language skills. The following are suggestions that will strengthen speech and language skills through physical education activities.

Improve Listening And Thinking Skills --

1. Do exercises that require the children to listen, then to respond with appropriate body movement.
2. Play games that require the children to listen and to follow a sequence of directions.

Strengthen Vocabulary Skills --

1. Reinforce the vocabulary related to positions such as "in" and "out," "up" and "down," "over" and "under," "ahead" and "behind," through exercises and/or games.
2. Games and exercises can reinforce vocabulary related to body parts.
3. Reinforce vocabulary related to the various physical activities associated with exercises or games, such as running, skipping, hopping, jumping, and stretching.

Improve Motor Expression Skills --

1. Improve general body coordination through exercises and games.
2. Improve rhythm skills through musical games and various forms of dancing.

Improve Verbal Expression Skills --

1. Encourage verbal communication by playing games in which there is a group response or rhyme which is repeated as the games are played.
2. Improve overall intelligibility and spontaneity by giving the children a chance to be "it," give the commands for a game, or direct the exercises. Encourage appropriate loudness, rate, pitch, and accurate articulation for the person who is "it."
3. Improve the children's ability to give directions, stressing the sequence of steps in a game by giving those who are able a chance to give the directions for a game.

Sample Lesson Plan For Physical Education And Recreation

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
1. To improve gross motor coordination 2. To review recognition and use of color names	1. Instruct the children to sit on chairs in a row. Hold up a bean bag, ask the color, then throw it to the child. Continue until all the bean bags have been distributed. 2. Collect the bean bags. For example, say, "Mary, I want red." Mary must throw you a red bean bag. Think of other types of relays for the students to carry out, stressing the recognition and use of the names of colors.	Solid-colored bean bags	

HEALTH AND SAFETY

One of our long-range goals is to help the children become as independent and self-sufficient as possible. Therefore, some classroom time should be devoted to teaching and reviewing self-care through good health and safety habits. Several aspects of speech and language development can be stressed at the same time.

Develop Vocabulary Related To The Specific Area Of Concern --

1. Teach and/or review the names of the body parts. Use pictures or manikins, for example, from the Peabody Language Development Kit, Level P.
2. Teach and/or review vocabulary related to self-care and good health habits, using real objects and demonstrations to illustrate these (a toothbrush and toothpaste for brushing teeth, a Playskool or Fisher Price shoe for tying shoes, comb and brush for well-groomed hair, appropriate items for cleanliness, and plastic foods or pictures for a proper diet).
3. Teach vocabulary and recognition of common safety signs, such as STOP, GO, EXIT; use Milton Bradley's "SIGNS" or make your own.

Improve Motor Expression Skills --

1. Encourage the children to take turns dramatizing a good health habit involving a sequence of events, such as brushing teeth, getting dressed, or combing hair. Encourage the other members of the class to guess what is being pantomimed.

2. Use the safety signs in role-playing situations involving the use of the signs, such as having one member of the group pretend to be a school patrolman.
3. The activities below also reinforce better motor expression skills.

Strengthen Skills In Listening To And Following Directions --

1. Play the game "Simon Says."
2. Use a record of "Put Your Finger in the Air."
3. Use the P. Mooney record "This is My Head" from the Peabody Language Development Kit, Level P.
4. Sing the song "Here We Go Round the Mulberry Bush," with verses about brushing teeth, washing hair, cleaning ears, polishing shoes, and so on.
5. Play the "Sound Effects" record from Creative Playthings and have the children identify the sounds that can be associated with dangerous situations related to a car, a train, or a fire engine.

Improve Verbal Expression Skills --

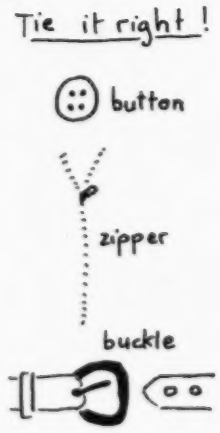
1. Encourage the more verbal members of the class to improve their ability to describe a sequence of events, such as those involved in a health or grooming habit like getting dressed, brushing teeth, or tying shoes. Use pictures to guide the children. Make an illustrated experience chart of each description.
2. Improve skills in comparing and contrasting. Discuss appropriate clothing for various types of weather. Use manikins and clothing articles or other pictures to guide the children.

3. Develop skills in verbalizing the significance of various safety signs through class discussion.
4. Teach the children how to give accurate emergency information in case of an accident, illness, or fire, by setting up role-playing situations both on and off the telephone. Stress the importance of overall intelligibility of speech, appropriate rate and loudness, and accurate articulation in giving information.

(Additional Primary Objective)

5. Improve written expression skills by making experience charts related to the various health and safety habits that are being stressed. Encourage the use of new vocabulary and complete sentences.

Sample Lesson Plan For Health and Safety

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
1. To introduce and/or review vocabulary related to clothing fasteners 2. To improve self-care skills in dressing 3. To improve skills in listening and observing 4. To encourage individual achievement	1. Talk about different types of fasteners, such as zippers, buttons, snaps, and laces. Name them, tell what types of clothing they are used for, and demonstrate how they work. 2. Pass around the pieces of cloth with the various fasteners and allow the children to practice fastening the things. Offer assistance as it is needed and talk with them about what they are doing.	Pieces of heavy cloth with zippers, buttons, snaps, laces	
Related Recreation 1. To improve social interaction 2. To reinforce previously learned vocabulary words	Have a "relay race." Divide the class into 2 groups. Carry out a relay race having the children dress and undress themselves in the clothing; stress zipping zippers, buttoning buttons, and help the children if they have difficulty.	2 sets of clothes such as jackets with zippers, shirts with buttons, belts with buckles, big shoes with laces, or boots with buckles	

ARITHMETIC

Although most Trainable children will never learn to work arithmetic problems, beginning number concepts, as well as some notions regarding problem solving, are usually introduced to these children.

Develop Vocabulary Related To Arithmetic Concepts --

1. Teach and illustrate at least some number names and the recognition of common numerical signs, such as plus, minus, more, less, and equal. These can be illustrated by using felt cut-outs, plastic chips, or other types of markers.
2. Improve recognition of numbers by teaching the children to recognize their addresses, phone numbers, the date, and the number of children present in class.
3. Teach some value concepts of money -- coins, bills, and so on. (Additional Primary Objective)
4. Teach and illustrate the vocabulary related to size and volume.

Improve Verbal Expression Skills --

1. Stress accurate articulation of numbers by having the children count from one to ten, or whatever limit has been set by the teacher. Make counting meaningful by encouraging the children to count the number of children present, the number of cartons of milk needed at lunch, and so forth.
2. Stress accurate articulation, appropriate loudnes, and rate of speech by encouraging those who can to practice saying their addresses and phone numbers so that everyone can understand.

3. Illustrate situations and ask questions which require the children to describe, compare, or contrast ideas using number concepts, such as, "Are there more children here today than yesterday?"
4. Stress the use of complete sentences through problem solving situations, such as, "How many did I take away?" "You took away _____."

Relate Skills To The Learning Of Number Concepts -- Develop listening, motor expression, and verbal expression skills in activities which encourage the learning of number concepts.

1. Repeat poems or sing songs related to the problem-solving process, using the suggested body movements.
2. Practice telephone dialing with emphasis on the appropriate phone manners needed when making calls.
3. Play "store," allowing the children to take turns being buyers and sellers. Stress the importance of questions and answers when buying and selling.

(Additional Primary Objective)

4. Play games that require the use of addition and/or subtraction, and the ability to follow directions. Verbalize the problem-solving as it takes place.

Sample Lesson Plan For Arithmetic

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
1. To improve general articulation skills of sounds in numerals used 2. To introduce vocabulary regarding shape 3. To reinforce the recognition and use of color names 4. To improve understanding of number meanings 5. To improve skills in following directions	1. Beginning with 1 color of the same object, place a given number of objects on the flannelboard. Ask, "How many circles? Let's count the circles. One...two... three. There are 3 circles." Continue this activity in a similar manner. 2. Using 2 colors of the same object, place a given number of objects on the flannelboard. "How many circles are red? How many are yellow?" Continue similarly. 3. "Mary come. Put 3 yellow circles on the board. John come. Put 2 red circles on the board. Terry come. How many circles are on the board? Let's count them. One...two...five." In a similar manner continue to construct simple addition problems. 4. Pass out copies of the shapes worksheet. Name and point to all the shapes. Instruct the children to get out their colors. "Point to the circle." (All must point to the circle on their paper as you hold up a (red) felt circle.) "Color the circle red." Continue in a similar manner until the worksheet is completed.	Flannelboard Various colored felt shapes, such as yellow triangle, green triangle, red triangle, red circles, red square Shapes worksheet	○○○ 3 ○○○ 3 ○○ 2 5

SCIENCE, SOCIAL STUDIES, AND LIFE EXPERIENCE UNITS

There will be lessons in science, social studies and life experiences from time to time during the school year. Although the subjects are not similar in terms of content, several general principles for strengthening speech and language skills can be applied to all three areas.

Develop New Vocabulary And New Ideas --

1. Stress new names of persons, places, and/or objects during a unit or experience (such as a class trip). If a Polaroid camera is available, take pictures of these things as they are introduced.
2. After an experience or presentation, review the vocabulary words by renaming them and associating and/or defining them. The Polaroid pictures will be especially helpful for recall. If you do not have access to a camera, draw sketches to illustrate the words (or cut similar pictures from a magazine).
3. Reinforce use of the new vocabulary by playing games, such as "What's Missing" (where the students must guess which picture out of a group has been removed), or by making up riddles.

Improve Verbal Expression Skills --

1. Encourage spontaneous expression situations, such as class discussion, or question-and-answer periods, in which the children can spontaneously express their own ideas and information about the subject being presented.
2. Improve skills in describing, comparing, and contrasting ideas presented.

-- Discuss similarities and differences between experiences or class trips, such as a trip to the farm, and a trip to the zoo.

-- Review procedures taught, or observed, by describing details in a step-by-step manner; for example, processing milk, from the cow to house delivery.

-- Stress use of complete sentences through question-and-answer review of an activity or experience, such as, "What did you see?" "I saw a _____." "What did you like?" "I liked the _____."

Improve Listening Skills By Previewing -- Tell the children what to listen for before new material is presented. If possible, use the children's ideas to illustrate the new material and ask questions frequently to motivate and reward attention.

Increase Sensory Awareness -- Increase sensory awareness by presenting material through combinations of visual, tactile, auditory, and olfactory experience.

Utilize Motor Expression Skills -- Increase these skills through games, role playing, or dramatization, which also helps the children learn the material being presented.

Improve Reasoning Skills -- Encourage the children to relate new material to their past experiences whenever this is possible. Sometimes, information from news or sharing time may provide other experiences which will help

Sample Lesson Plan For Life Experience Unit

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
1. To increase awareness of surroundings 2. To promote understanding of various functions of school and the routine of school and school activities	Take a trip around the school. Suggested places to visit: kitchen, playground, restrooms, classrooms, principal's office, supply room, janitor's room, special rooms (if they are available to you), such as music or art rooms. Introduce each of the personnel to the children and have them describe and/or demonstrate their duties. Listen for and name sounds unique to the particular place, such as pots and pans, typewriter, telephone, children playing, piano. If a Polaroid camera is available, take a picture of each place visited.	*(Optional)* Polaroid camera	OUR SCHOOL we saw we saw

broaden the child's application of new skills.

(Additional Primary Objective)

Improve written (and verbal) expression by writing a story on the experience chart about material that has been presented, or a field trip that was taken. Encourage the use of new vocabulary and complete sentences.

III. LESSON PLANS

III. LESSON PLANS

This chapter contains two sets of lesson plans, the first one based on orientation in the first week of school, the second based on typical holiday activities.

In both units, the lesson plans are presented as complete "days," but the approach to the material is topical. For example on one given day, the introduction of color names leads to a story emphasizing color, a discussion of food colors, arithmetic work with colored shapes, art, and a game all utilizing color. It is expected that the classroom teacher will modify the material, repeat and expand it when an activity meets with success, or omit any activities that seem unsuited to her particular class.

Lunchtime activities are suggested in the orientation unit. Although specific lunch period suggestions are not made for the holiday unit, it is assumed that language goals will continue to be implemented at that time.

The speech and language objectives in the first columns of the lesson plans indicate the scope of the lessons. It remains for the teacher to formulate specific instructional objectives adapted to her class.

ORIENTATION UNIT

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 1

OPENING EXERCISES

1. To begin providing speech and language stimulation

2. To improve recognition of vocabulary words related to the daily routine such as "clock" or "time"

3. To encourage better listening habits

4. To stress an ordered and structured routine to be followed daily

Additional Goal for Primary Children

5. To improve understanding of the relationships of days, weeks, and months and the

"Hello boys and girls. It's time for school to start. Who can find the clock?...Look at the hands on the clock. The big hand is at (12) and the little hand is at (9)." (Point to the hands as you say this) "Does anyone know how to say that time? Yes, it's (9 o'clock). Every day when the clock tells us 9 o'clock we know it is time for school to start. Let's all say 9 o'clock. When the clock tells us this, we must all sit in our chairs and be very quiet."

"Today is (Monday), the first day that we come to school. I will show you where Monday is on the calendar. Today has a number too; it is number (28). Today is Monday, August 28. Here is a picture of a school. We will paste that in the square for today, Monday, August 28. Who knows why?...Because today is the first day of school."

"Is it a nice day? Yes, the sun is shining. We will paste a sun on our calendar for Monday, August 28."

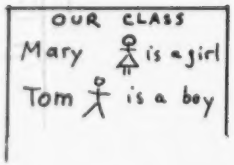
"Every day we will talk about the name of the day, what we will do that day, and what

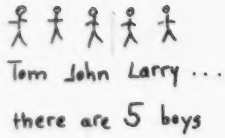
Clocks -- a real one and a "play" one with hands that can be set

Calendar with squares large enough to include an illustration

Picture of school

Weather symbols

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 1 OPENING EXERCISES (cont.)			
names of the days and months	the weather is like. Some days we do not come to school - Does anyone know the names of those days? - Saturday and Sunday."		
LANGUAGE ARTS			
1. To informally evaluate the verbal skills of the class 2. To continue to provide speech and language stimulation 3. To encourage the students to participate in the group	"Now it's time for all of us to get to know each other. Mary come...What is your name? (If the child is nonverbal, you supply the words, e.g., 'This is Mary Jones,') Is Mary a girl or a boy? Yes, she's a girl. Let's write a story about Mary and the rest of us in our class. Thank you Mary. You may sit down. Bobby come...What is your name? Is Bobby a boy or a girl? Yes, Bobby is a boy. Let's add that to our story." Re-read the sentence. Continue in a similar manner until all have participated. Re-read the story together as a class	Experience chart Markers A "boy" picture and a "girl" picture from worksheets in Appendix already colored Copies of worksheets from Appendix for the boys and girls in the class	
4. To indirectly stress use of complete simple sentence 5. To improve vocabulary recognition and usage of colors	"Here are two pictures. One is a boy and one is a girl. Which is the boy? What color is the boy's shirt? Hair? Shoes? Slacks?" If they cannot name the colors see if they can match the color with a crayon or a square of construction paper in corresponding colors. Continue discussing the pictures and clothing, then instruct the class to color the pictures.	Colored squares of construction paper Crayons	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 1 LANGUAGE ARTS (cont.)			
6. To improve skill in matching colors 7. To encourage individual achievement	If they have had little experience coloring, you may wish to do this as a class, step-by-step.		
ARITHMETIC SKILLS			
1. To evaluate informally individual knowledge of numbers 2. To evaluate informally the general articulation skills of the children 3. To improve skills in counting	"How many are in our class? Let's count. One...two...three...(Pass around the room and touch each one as you count.) Some are boys and some are girls. All the boys stand up. How many boys are there? (Count again.) All the girls stand up. How many girls?" "Mary come. Can you count the girls for us?" Continue this procedure until all have had a chance to count aloud. As they do this, listen for incorrect productions of sounds in the numbers.		
STORY TIME			
1. To improve listening skills 2. To introduce basic skills and courtesies	1. Read a simple story about table manners or manners, such as please and thank you. 2. Review the specific manners that you wish the children to follow at lunch time, such as waiting until everyone is served, using	Book about manners	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 1 STORY TIME *(cont.)*	please and thank you and so on. You may wish to reinforce manners by making a bulletin board illustrating them.		
LUNCH TIME 1. To improve verbal communication in a social situation 2. To stress table etiquette	1. During lunch encourage the children to practice the manners learned in story time. 2. Encourage quiet, pleasant social conversations and as much leisure as possible.		
PROBLEM SOLVING 1. To improve skills in describing or in the case of nonverbal children, provide stimulation by describing 2. To improve skills in reasoning 3. To encourage individual achievement through seatwork	1. "What is this?" (Hold up an item of clothing. Have the class name it and describe it as to color, size, texture. If your class is nonverbal you can still carry out these activities supplying the words for them, but making them feel as if they are participating, as you provide <u>much</u> speech stimulation. Continue this procedure until all the items of clothing have been discussed.	Doll clothes or children's clothing--pictures can be used but real objects would be more effective	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 1 PROBLEM SOLVING (cont.)			
4. To improve skills in following directions and in listening 5. To improve skills in transferring comprehension from real objects to pictures of objects	2. Review the items by asking, "Johnny come. Find something that a boy wears. What is it called?" 3. Pass out the worksheet. Do this worksheet as a class with you demonstrating. For example say, "Here is a dress. Do you see another dress? Draw a line from one dress to the other dress just as I am doing." Check to make sure that the children are following directions.	Worksheets "Matching Clothes" (See Appendix)	
RECREATION			
1. To encourage imagination through creative play 2. To encourage expression through motor activity 3. To observe and informally evaluate the children's social skills	Allow the children to play with old clothes dressing up and pretending they are grown-ups. Provide very little structure, allowing them to express themselves in their own way. Occasionally talk quietly with a child when he is not too involved. Ask questions and encourage him to express his ideas verbally.	A variety of old clothes such as used men's and women's hats, shoes, dresses, and ties	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 1

HEALTH

1. To encourage group discussion
2. To stress use of complete sentences in describing
3. To improve self-awareness
4. To improve skills in comparing

Show the class pictures of children caring for themselves

Discuss the activities, asking the children which of these things they do every day and which things (such as washing hair) they do regularly but less often.

Talk about why it is important to take care of yourself.

Series of pictures showing children taking care of their daily needs, such as brushing teeth, washing hair, taking a bath, dressing, eating meals

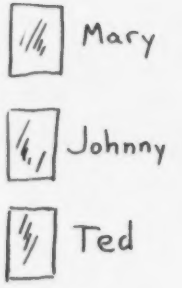
MUSIC

1. To reinforce the activities and vocabulary from the Health lesson
2. To improve coordination of motor skills with singing
3. To improve rhythm

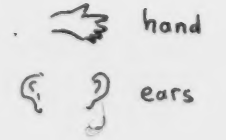
Teach the class "Here We Go'Round the Mulberry Bush" making up verses and actions to correspond to the activities discussed in Health, such as "This is the way we brush our teeth...wash our hair...shine our shoes...take a bath."

As the students become more familiar with the song, allow them to make up verses if possible.

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2			
OPENING EXERCISES			TUESDAY We came to school
1. Same as for pre-previous day *Additional Goals for Primary Children* 2. To begin to teach reading recognition of names 3. To stress use of structurally complete sentences	"Good morning. Look at the clock. Is it time for school to start? Yes. Who remembers what time the clock says? (9 o'clock)." Continue in a manner similar to the previous day. Discuss the day, date, weather and any activity that may be going on at school. Write the name of the day on the board. Say, "Today is Tuesday. Who came to school?" Write a sentence about each child, reading the sentence aloud. Ask, "Who did not come to school?", then, "How many came to school?" As you continue this same activity day after day, the children will begin to answer with the complete sentence.	Clocks Calendar Markers Weather symbols	Mary Ted Johnny Sally ... 8 came 2 did not come Tom Larry
LANGUAGE ARTS			
1. To improve skills in describing 2. To continue to provide speech and language stimulation	1. "Yesterday we talked about boys and girls. Today we are going to learn about everyone in our class. Mary, come. What is your name? What color are your eyes?" If the child is nonverbal, you supply the words as you show a warm acceptance for example, "This is Mary. Mary has brown eyes (pointing to her eyes). She has short, dark brown hair. She is wearing a red dress." Mary can see herself in the mirror.	Slot Chart Tagboard strips Mirror *Optional:* Polaroid camera with color film	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2 LANGUAGE ARTS (cont.)			
3. To continue to improve recognition of colors 4. To increase self-awareness and awareness of others 5. To stress recognition and use of names *Additional Goal for Primary Children* 6. To improve skills in critical listening	2. "Let's draw a picture of Mary." (Using crayons, match the various crayons with the colors of her clothes and features, reviewing the names of the colors.) Write the name of each picture. *(Optional):* If you have a Polaroid camera, you may wish to use it instead. In that case, make a big production out of taking the picture and comparing the photograph with the person. Using a long sentence strip, paste the photograph next to the child's name. Continue in a similar manner for all children. 3. Review by asking, "Tommy come. Show me Mary. Find the picture of Mary," or point to a picture and ask, "Who is this?" For those who are more verbal, encourage a complete answer, such as, "This is Mary." *Additional Activity for Primary Children* 4. Using strips with the children's names, call out a name. The children must tell if it is a boy's or a girl's name. Put the girl's names in the slot chart under a picture of a girl and those of boys under a picture of a boy.	A picture of a boy and a picture of a girl	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2			
Additional Lesson for Primary Children			
ARITHMETIC SKILLS			
1. To improve general articulation of numbers 2. To improve skills in counting in appropriate order 3. To improve recognition and understanding of given numbers	1. Arrange given numbers of boy and girl felt figures on the flannelboard. Call on various children to count out the numbers--total numbers and numbers of boys and girls. 2. As the children become better at counting and recognizing numbers, call them to come and put a given number of figures on the flannelboard.	Flannelboard 5 felt figures of boys and 5 felt figures of girls	
STORY TIME			
1. To improve recall of familiar stories 2. To review names of boys and girls 3. To develop creativity through play 4. To improve general articulation skills	1. Present nursery rhymes about boys or girls, using illustrations if possible, such as "Little Jack Horner", "Mary Had a Little Lamb." 2. Talk about which nursery rhymes are about boys and which are about girls. 3. Allow the children to act out the nursery rhymes as you recite them. 4. If you have a verbal class, you may wish to begin teaching them to recite these nursery rhymes.	Illustrations of nursery rhymes	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2			
LUNCH TIME			
1. Same as previous day	1. Continue to stress table manners during the lunch period.	Scrapbook	
2. To begin to build an awareness of different types of foods	2. Informally discuss the menus, describing and naming whether the item is fruit, vegetable, meat, milk, and so on.	Pictures of food (collected from magazines or from commercial sources such as the National Dairy Council	
	3. After lunch review the meal by beginning a scrapbook of meals, illustrating if possible with pictures or your own drawings.		
	Pictures of foods may be pinned on a bulletin board and changed each day.		
SCIENCE			
1. To improve vocal recognition and/or usage of the names of parts of the body	1. "Here is a person. Let's name the parts of this person. What is this called? (head). There are some things on our head that we can name too. What are these? (eyes) How many do we have? What do we use them for? Point to your eyes." Continue in a similar manner until all the parts of the body are named.	*(Optional)* Manikin and body parts from Peabody Language Development Kit, Level P.	
2. To improve conceptual thinking of parts making up the whole	2. Put all the parts of the body into a box. Remove parts, beginning with the head and trunk. Call on the students to name them and pin them on the board in the correct spots (or on top of the matching parts of the whole manikin.)	If this is not available to you, draw your own manikin, then draw exact duplicate and cut it into parts: head, arms, ears, eyes, nose, mouth	
3. To improve self-awareness			

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2 SCIENCE (cont.)			
4. To improve skills in matching		A box that the body parts will fit in	
CRAFTS			
1. To reinforce names of parts of body	Make a "Jumping Jack."	Copies of "Jumping Jack" for each child. (See Appendix)	
2. To improve skills in following directions	Begin by explaining and demonstrating what each child will do.	Crayons	
3. To teach vocabulary related to materials such as scissors, paper	Name each item of material to be used. Discuss various parts of the body. "Point to the arms."	Paper fasteners Scissors Paper punch	
RECREATION			
1. To improve listening skills	Play "Simon Says." If the children are not familiar with the game, you may prefer to use your name: 'Mrs. Smith says, 'Touch your nose.' " As the children become acquainted with the game (and more verbal), allow them to take turns being the leader.		
2. To improve skills in following directions			
3. To reinforce vocabulary of body parts			

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 3

OPENING EXERCISES

Same as previous day

In a manner similar to previous days, review time concepts, introduce the new day, discuss the weather and the day's events. Continue to tell and write "who came to school," "who did not come," "how many came," and "how many did not come." Review this information from the day before.

Clocks

Calendar

Note: Since all of today's activities are related to an experience period, this will be the first period of the day.

EXPERIENCE AND CREATIVE THINKING

1. To increase awareness of surroundings

2. To promote understanding of various functions of school and the routine of school and school activities

Take a trip around the school. Suggested places to visit: kitchen, playground, restrooms, classrooms, principal's office, supply room, janitor's room special rooms (if they are available to you), such as music or art rooms.

Introduce each of the personnel to the children and have them describe and/or demonstrate their duties.

Listen for and name sounds unique to the particular place, such as pots and pans, typewriter, telephone, children playing, piano.

If a Polaroid camera is available, take a picture of each place visited.

(Optional)
Polaroid camera

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 3 LANGUAGE ARTS 1. Continue goals in Experience period 2. To stress use of complete sentences 3. To improve skills in recalling places, people and events 4. To improve skills in sequencing events *Additional Lesson for Primary Children* ARITHMETIC SKILLS 1. To continue to improve general articulation through counting 2. To reinforce experience and language arts lessons 3. To increase awareness of numbers and uses of numbers	Review the trip around the school by "writing" a story about OUR SCHOOL. Ask, "Where did we go first? Who can find the picture of the kitchen? Let's put it in our story. What did we hear in the kitchen? How many things that we saw can you name?" Continue this type of discussion until you have reviewed all the rooms and people. 1. Review the above activities by counting numbers of things in the school, such as rooms, teachers, cooks, secretaries, principals, flags, entrances, restrooms. 2. Call on the children to find things around the room that have numbers on them. Name the object, read the numbers on the object, tell what the object is used for and the use of the numbers.	Pictures cut out of magazines or taken in school by Polaroid. (Try to represent all the various aspects of your school). Paste Common objects with numbers, such as clock, calendar, thermometer, books, room number.	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 3 ARITHMETIC SKILLS (cont.) 4. To begin to apply arithmetic concepts to practical experiences			
LUNCH TIME Same as previous day	1. Following procedure similar to first days, encourage appropriate table manners and conversations. 2. Discuss the menu and classify the foods into categories of meat, fruit, vegetables, and so on. Place pictures of the foods on the bulletin board as was done previously.	Pictures of foods as in previous day's lesson	☐ fruit ☐ meat ☐ vegetable
STORY TIME 1. To improve recall by sequencing events 2. To improve listening skills 3. To encourage class participation in a story	1. Using a flannelboard, or a book with large illustrations, tell a favorite story, such as "Little Red Riding Hood." If possible have the students help tell the story. 2. Review the story by sequencing 3 or 4 pictures, such as Red Riding Hood waving good-by to her mother, the wolf chasing Grandma into the closet, Red Riding Hood talking to the wolf in Grandma's bed, and Grandma and Red Riding Hood smiling.	Flannelboard Felt or flannel-backed characters from a favorite story, such as "Little Red Riding Hood" 3 or 4 illustrations from the story	1 2 3

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 3 STORY TIME (cont.) 4. To encourage self-expression through creative play	Ask what happened first, then what, describing each picture. 3. Allow the children to act out the story. Encourage creative expression by providing minimal structure.	*(Optional)* Reference book: Barbara McIntyre, *Informal Dramatics for the Special Pupil*	
Alternate Lesson for Primary Children SOCIAL STUDIES 1. To introduce concept of occupations 2. To improve imagination	1. Using pictures, review the people in your school and their jobs. 2. Ask the students which person they would like to be when they grow up , and talk about why they would like to be that person.	Flannelboard Figures of school and school personnel such as Ed-u-cards or magazine pictures of persons that can be identified as cooks, teachers, office workers, building custodians If possible show men and women in various jobs	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 3

MUSIC

1. To discriminate between familiar gross sounds
2. To improve skills in critical listening
3. To reinforce vocablary from experience and language arts periods

Play a tape recording of sounds around the school. Call on students to name the sound and tell in what part of the school they heard it.

Note: If the children are nonverbal, provide them with pictures of objects and rooms.

Some sounds can be imitated by individuals for the others to guess.

Advance Preparation

Make a tape recording of sounds around school -- phone ringing, toilet flushing, pots and pans

Tape recorder

Sounds

footsteps

toilet

phone

laughing

ART

1. To reinforce the previous activities
2. To encourage individual expression and independent work
3. To provide an opportunity for some one-to-one speech stimulation between teacher and child

Instruct the students to draw a picture of their favorite place in school, such as the playground or lunch room. Talk quietly with each child as he works, helping him to describe his picture.

If time and interest remain, have each child share and describe his picture to the others in the class.

Crayons

Drawing paper

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 4

OPENING EXERCISES

Same as previous day

In a manner similar to previous days, review time concepts, introduce the new day, discuss the weather and the day's events. Continue to tell and write "who came to school," "who did not come," "how many came," and "how many did not come." Review this information from the day before.

Clocks

Calendar

LANGUAGE ARTS

1. To improve recognition and use of vocabulary words related to people, places and objects at school
2. To improve skills in listening and observing
3. To encourage group participation and discussion
4. To improve skills in association using pictures and written words

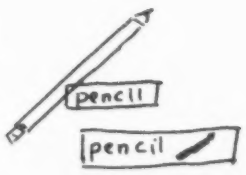
1. "Yesterday we talked about all the different rooms and people in our school. Let's see if you can name them." Use the pictures from the previous day to help recall.
2. "Today we're going to talk about things right here in our room. What is this? (showing a stapler, for example). This is called a stapler. This is how it is used, (demonstrate). Now, let's find something you all use (pencil). What is this?" Continue in a similar manner until the objects in the room have been named and discussed.
3. Put tagboard labels on the articles discussed. Using another set of labels, have the children match a label with the

Common objects in the room, such as pencil, stapler, pencil sharpener, blackboard, eraser, chalk, scissors, Scotch tape, light switch, desks

Tagboard

Markers

Pictures of objects



RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 4
LANGUAGE ARTS
(cont.)

labeled object. If this is a new experience, you may wish to include a small illustration on the labels so that the children with limited skills can begin to learn to read by matching the picture, then observing the written symbols.

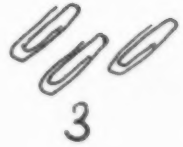
4. Review each of the objects by grouping objects that begin with a given sound; practice saying the sound; then practice saying the word. "This is how we write the word 'stapler' S-T-A-P-L-E-R. It begins with the letter S which sounds like /s/. What else begins with /s/?" (Sink, scissors.)

S

Additional Goal for Primary Children

5. To increase awareness of speech sounds

6. To improve general articulation of speech sounds and the production of them in words

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 4			
ARITHMETIC SKILLS			
1. To continue to improve general articulation skills when counting 2. To reinforce vocabulary recognition and usage of numerals to 5 (or whatever limit is set by the teacher) 3. To improve attention span 4. To improve skills in recalling names of objects 5. To reinforce the vocabulary related to school objects previously learned	1. Using pencils, paper clips, crayons, scissors, etc., practice counting from 1 to 5 (or beyond if the children are more advanced). Ask, "What are these? How many pencils? Let's count together...one...two...three. Three pencils." (Write 3 on the board). 2. If the children are able to carry out this activity fairly well as a group, call on individuals to count out the objects. Encourage the more verbal children to use complete sentences. 3. Play "What's Missing?" Begin with only 2 objects. Place them on a table and name them. Cover them and remove 1 object. The students must tell "what is missing." If the children are not verbal, provide them with pictures of objects that they may hold up. As they become more efficient, increase the number of objects and encourage them to name the missing object.	Several numbers of objects, such as pencils, paper clips, crayons, scissors	 3
HOMEMAKING AND LUNCH PREPARATION			
1. To acquaint the class with basic social routines	1. Show the class a picture of a place setting. Name the articles and talk about their locations, using prepositions, such	Plate, glass, napkin, fork, spoon, knife,	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 4

HOMEMAKING AND LUNCH PREPARATION (cont.)

as beside and above.

and a picture of a table setting

2. To improve self-sufficiency skills

3. To improve skills in careful observation

4. To improve understanding of preparations

2. Call on the students to come and "set the table" just like the picture. Then instruct them to set the table for lunch, assisting them as needed.

3. If time permits, play "What's Missing." While hiding the place setting, remove one item from it. Ask the children what you took away.

STORY TIME AND CREATIVE THINKING

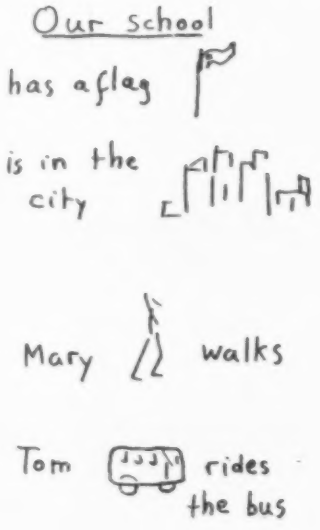
1. To reinforce vocabulary and concepts about school, places, and activities previously discussed

2. To improve skills in comparing through discussion

Read or tell a story about school and things that happen at school.

Remember to simplify difficult and complex sentences and words that are too advanced. Share the illustrations with the class.

Compare the school in the story with your school. If the class is not verbal, you may ask comparison questions that would call for a yes or no answer. "Does our school have a flag in the yard?"



RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 4			
HEALTH AND SAFETY			
1. To introduce and/or review vocabulary related to clothing fasteners 2. To improve self-care skills in dressing 3. To improve skills in listening and observing 4. To encourage individual achievement	1. Talk about different types of fasteners, such as zippers, buttons, snaps, and laces. Name them, tell what types of clothing they are used for, and demonstrate how they work. 2. Pass around the pieces of cloth with the various fasteners and allow the children to practice fastening the things. Offer assistance as it is needed and talk with them about what they are doing	Pieces of heavy cloth with zippers, buttons, snaps, laces	
PHYSICAL EDUCATION AND RECREATION			
1. To improve social interaction 2. To reinforce previously learned vocabulary words	Have a "relay race." Divide the class into 2 groups. Carry out a relay race having the children dress and undress themwelves in the clothing; stress zipping zippers, buttoning buttons, and help the children if they have difficulty.	2 sets of clothes such as jackets with zippers, shirts with buttons, belts with buckles, big shoes with laces, or boots with buckles	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 4			
ART			
1. To develop creactivity 2. To reinforce names and use of objects discussed during the day 3. To develop the concept of parts making up a whole	Make collages out of items in the room. If time remains discuss and identify the objects each child used.	Tagboard sheets Construction paper Clips, small erasers, paper fasteners, tape, paste, etc.	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5			
OPENING EXERCISES			
Same as previous day	In a manner similar to previous days, review time concepts, introduce the new day, discuss the weather and the day's events. Continue to tell and write "Who came to school," "Who did not come," "How many came," and "How many did not come." Review this information from the day before.	Clocks Calendar	
LANGUAGE ARTS			
1. To introduce names of colors 2. To develop concept of color 3. To increase awareness of surroundings 4. To improve skills in comparing and contrasting 5. To improve association skills in matching	1. "This color is red. Everyone say 'red.' The ball is red. The book is red. The pencil is not red. Let's all look around the room for things that are red." If the children are already familiar with colors, review the other primary colors (and secondary ones) in a similar manner. If this is a new experience, allow the children to spend time comparing and matching colors of objects in the room. 2. Instruct the children to take the red objects back to their desks. Ask, "What did you find?" Encourage the children with more advanced verbal skills to answer with a complete sentence such as, "I found a red truck."	Red objects from around the room Other colored objects	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5 LANGUAGE ARTS (cont.)			
6. To encourage use of color name and object name together 7. To encourage more verbal children to use simple complete sentences 8. To improve skills in following directions	3. Using several colors of the same object, call on the students, "Show me the red pencil. Show me the green pencil. Show me the yellow pencil."		
STORY TIME			
1. To reinforce the names of the color 2. To improve the understanding of the relationships among colors 3. To encourage group participation	Read a story that emphasizes colors, such as *The Color Kittens*. Occasionally stop and call on the students to supply the name of the color in the appropriate spot.	Brown, M.W., *The Color Kittens*. N.Y.: Simon Schuster, 1958	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5 STORY TIME (cont.) 1. To improve general listening skills			RED ○ tomato jelly GREEN peas beans
LUNCH 1. To reinforce recognition and use of colors 2. Same as previous days	During lunch time, name and talk about the color of the various foods. See how many other foods of the same color the children can name.		
ARITHMETIC SKILLS 1. To improve general articulation skills of sounds in numerals used 2. To introduce vocabulary regarding shape 3. To reinforce the recognition and use of color names 4. To improve understanding of number meanings	1. Beginning with 1 color of the same object, place a given number of objects on the flannelboard. Ask, "How many circles? Let's count the circles. One...two... three. There are 3 circles." Continue this activity in a similar manner. 2. Using two colors of the same object, place a given number of objects on the flannelboard. "How many circles are red? How many are yellow?" Continue similarly. 3. "Mary come. Put 3 yellow circles on the board. John come. Put 2 red circles on the board. Terry come. How many circles are on the board? Let's count them. One... two...five." In a similar manner continue to construct simple addition problems.	Flannelboard Various colored felt shapes, such as yellow triangle, green triangle, red triangle, red circles, red square Shapes worksheet	○○○ 3 ○○○ 3 ○○ 2 5

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5 ARITHMETIC SKILLS (cont.)			
5. To improve skills in following directions	4. Pass out copies of the shapes worksheet. Name and point to all the shapes. Instruct the children to get out their colors. "Point to the circle. (All must point to the circle on their paper as you hold up a red felt circle.) Color the circle red." Continue in a similar manner until the worksheet is completed.		
PHYSICAL EDUCATION AND RECREATION			
1. To improve gross motor coordination 2. To review recognition and use of color names.	1. Instruct the children to sit on chairs in a row. Hold up a bean bag, ask the color, then throw it to the child. Continue until all the bean bags have been distributed. 2. Collect the bean bags. For example say, "Mary, I want red." Mary must throw you a red bean bag. Think of other types of relays for the students to carry out, stressing the recognition and use of the names of colors.	Solid-colored bean bags	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5			
ART			
1. To reinforce color names 2. To improve skills in listening for and following directions 3. To improve skills in observing and in drawing observations 4. To encourage individual efforts and achievements	Put a large sheet of paper on the board. "Let's draw pictures of things in our room that are red. Here is a red pencil. Mary come. What color is the pencil? Can you draw a picture of the red pencil?" Continue the activity by asking the children to name the objects drawn. Encourage them to use the name of the color too. On smaller sheets of paper draw a large apple (one sheet for each child). Instruct the students to color the apple red.	Large sheet of paper Crayons or markers	
Additional Art Experience for Primary Children			
1. To increase understanding of color concepts and relationship among colors 2. To allow self-expression through experimentation	1. Make a color wheel, using tissue paper circles. Begin by placing the three primary colors. Overlap a red and yellow circle to get orange; yellow and blue to get green; blue and red to get purple. 2. Allow the children to experiment with mixing the primary paint colors to obtain the secondary colors.	Paints, brushes Paper Tissue paper (red, blue, and yellow) Scissors Paste	

HOLIDAY UNIT

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 1

OPENING EXERCISES

1. To provide a regular schedule of opening activities

2. To relate classroom activities to the approaching holiday

3. To introduce vocabulary related to Christmas

4. To improve understanding of time concepts, days, weeks, months, etc.

1. Using puppet, when the children first are settled at their seats, carry out a little introductory dramatization similar to the following: "Hi there boys and girls! Do you know who I am?.. That's right. Why do you think I'm here at school? Yes, to see what you are doing. What very special day will be coming soon?... Yes, Christmas. Let's all say "Merry Christmas!"

2. Carry out usual daily routine with calendar, having Santa help.

   Talk about name of month, day, number of day, weather.

   Have Santa show the class what day Christmas is on and mark that day by gluing on a small picture saying "Merry Christmas." As a class, count the number of days until Christmas.

   Have one child glue a picture of Santa Claus in the square for today.

Santa Claus puppet (See Appendix)

Calendar with large squares for each day

Picture of Santa Claus for the calendar

Paste or glue

STORY TIME

1. To encourage enjoyment of books

1. Read to the class a story that emphasises Santa Claus, who he is, what he looks like.

A Santa suit or mask if possible

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 1 STORY TIME (cont.) 2. To teach sequence of events 3. To develop and improve descriptive language usage, according to each child's level	"We can all be Santa. It is fun to make people happy." 2. Talk about the story with the class. Ask members of the class to explain pictures. "What happens first? What happens next?" 3. Let each child feel the Santa suit or mask. Talk about the textures and colors of the beard, belt, suit, boots.	Book about Santa Claus, such as Duvoisin, R. *One Thousand Christmas Beards*. N.Y.: Knopf, 1955 Tutt, K. *And Now We Call Him Santa Claus* N.Y.: Lathrop, Lee and Shephard, 1963	
Alternate Lesson for Primary Children LANGUAGE ARTS 1. To encourage participation through speech and language 2. To introduce vocabulary specific to the season	"We've started talking about Santa Claus. There are many other things about Christmas." Allow each student to choose a picture about Christmas. Encourage each to tell the class about his picture. In many cases you may have to help the non-verbal child by telling the "story" with him as he points to things. If you are warm and accepting, he will still feel he is contributing.	Watts, F. *Let's Find Out About Christmas*. N.Y.: Franklin Watts, 1967 Christmas pictures from your personal picture file	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 1			
ARITHMETIC SKILLS AND PROBLEM SOLVING			
1. To improve skills in following directions 2. To improve recognition of numbers 1 to 10 3. To improve recognition of basic colors	Using Santa puppet and bag, call on students to carry out certain commands, such as "Jimmy, put 3 blocks in my bag." Use a variety of numbers. As they become more acquainted with the task, add a color to the task. "Put 2 red blocks in my bag."	Santa puppet Colored blocks Santa's bag	
EXPERIENCE AND CREATIVE THINKING			
1. To teach names of clothing articles and parts of body 2. To improve skills in following directions 3. To provide a group working experience	1. Using a large colored picture of Santa Claus on an experience chart, write an illustrated description of Santa Claus Talk about the parts of Santa's body and his clothes. "Where is Santa's head? Show me your head. Did you wear a hat this morning?" 2. Make a "Dancing Santa." Begin by explaining and demonstrating what each child will do.	Crayons Paper fasteners Scissors Paper punch Copies of "Dancing Santa" for each child (See Appendix)	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 1 EXPERIENCE AND CREATIVE THINKING (cont.)			
4. To teach vocabulary related to craft materials, such as scissors, paper	Name each item of material to be used. Discuss various parts of Santa's body. "Point to Santa's arm. How many arms will Santa need?" Proceed step-by-step to complete the project. 3. *Additional Activity* Make a joke of assembling a figure wrong. For example, attach the head where one leg should go; or have several prepared heads of animals or people to attach on the Santa body. "Who am I now? How can I walk?"		
HEALTH 1. To teach parts of the body 2. To improve listening skills 3. To improve skills in following directions	Play "Santa says," using the Santa puppet. "Let's play a game. Who knows where their nose is. Good. Who knows where their ears are? Good. Now listen very carefully and Santa will tell you what to do. Santa says, 'Touch your nose.' Santa says, 'Touch your lips..stand up...sit down.'"	Santa puppet	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 1

MUSIC

1. To teach rhythm patterns
2. To teach discrimination between gross noises

1. Using Santa puppet, have children seated in circle on floor. "Here I am again. What's my name? I'm going to teach you a song about me. (Sing "Santa Claus is Coming to Town" or another favorite.) Now, I'm going to sign again. If you know the words, you help me and everybody clap with me." You may wish to spend more time and teach the words before this next step. "OK, now let's all try to sing my song. Ready?"

2. "Very good. Now let's all hide our eyes. (Shake the bell) Jill, what did you hear?" Have Jill come up and point to the bell and say the name "bell", then instruct her to shake it. Do the same for all the noise makers.

3. "Now let's listen to some very special records which Santa brought." Play records that are about Santa Claus. Give each child a noise maker and have "Santa's Rhythm Band."

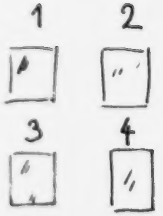
Piano

Music for "Santa Claus is Coming To Town"

Noise makers, such as bell, wood blocks, cymbals, triangle, sandpaper blocks

Record player

Records

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2			
OPENING EXERCISES			
1. To review old vocabulary and activities 2. To continue to introduce new vocabulary 3. To continue regularly scheduled ordered routine	Continue to discuss the daily routine, such as name of the day, weather, date Review old vocabulary and introduce new word "elf."	Santa puppet Calendar Large picture of an elf Small picture of an elf for the calendar	elf
LANGUAGE ARTS			
1. To improve listening skills 2. To introduce new vocabulary words 3. To improve skills in relating an order and sequence of events 4. To improve descriptive language usage, according to individual level of each child	Read the story "Peeky the Elf." Be sure to color and mount the accompanying illustrations and show them at the appropriate time during the story. Talk about the vocabulary words from the story, asking questions. Make an illustrated chart. Mix up the order of the pictures and have the class help you arrange them according to the correct order. Ask the children to describe what was happening in each picture. Pin the pictures up on the board under large numbers, 1, 2, 3, and 4.	Kock, J.R. *Peeky the Elf*. (See Appendix)	 1 2 3 4

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2			
RECREATION TIME			
1. To improve skills in following directions 2. To reinforce ideas from the story 3. To improve attitudes towards interacting with others 4. To improve general articulation skills	Play "Pin the Present on Peeky." Explain the directions. Talk about the blindfold and how Peeky wore a blindfold. Name the various "presents" to be pinned on. Carry out the game. Review the activity by having each child come forward, point to his present and say "I pinned _____ on Peeky." Discuss whose present is closest to Peeky.	Poster paper Markers Pictures of presents Picture of an elf	
Alternate Creative Activity			
CREATIVE ACTIVITY			
1. To review story of Peeky 2. To increase skills in expression through words and actions according to individual levels	Let the class dramatize the story of Peeky. Briefly review the story and list all the characters you will need. (All the children can be used by having them be extra elves) Talk about props and then set them up in the room (Keep props simple: 3 chairs	Pictures from story Props from around the room, such as chairs, blocks, ropes	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2 CREATIVE ACTIVITY (cont.)			
3. To reinforce sequencing of events	may be a sleigh; jump rope, reins; cardboard blocks, presents.) Don't plan a dialogue for the children, but let them be spontaneous and say whatever they want to. If this is a new experience, the children may wish to have you narrate the story while they act it out. You may have to demonstrate the actions yourself.	Reference: McIntyre, B. *Informal Dramatics for the Special Pupil.* Pittsburg: Stanwix, 1963	
PROBLEM SOLVING			
1. To develop awareness of objects through motor-sensory avenues 2. To improve skills in describing, defining, and recognizing by feeling, smelling, and listening	Play "What's in the Package?" "Let's see if you can be as good as Peeky in guessing some things in a package." Seat the class in a semi-circle. Explain that you are Santa and have lots of "presents" to wrap. Put all the objects on a table where all can see. Pick up the objects one by one. Name an object, talk about it, describe its shape, smell it, listen to it. Pass each object around for each child to examine. Instruct the class to put heads down while you "wrap" a present. Put one	Paper bags Various objects which can be distinguished by feel, smell, and/or sound, (bell, pencil, ball, perfume, jewlery, etc.) Inexpensive package ribbon	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 2 PROBLEM SOLVING (cont.)	object into a sack and tie it. Then pass around the sack and see if anyone can guess what is in the package. After all have had a chance to guess, allow one child to unwrap the package to see if they were right. Continue with the other objects until all have had a chance to open a package. Throughout the activity, talk about how we can tell what things are by feeling, smelling, and listening, as well as seeing.		
ARITHMETIC SKILLS 1. To improve use of numbers up to 10 (or whatever level the teacher may set) 2. To improve use of a structurally complete sentence 3. To improve use of descriptive adjectives, such as numbers and colors	Place a given number of flannelboard objects on the flannelboard, e.g. 3 stars. Ask, "Mary, what do you see?" Mary should answer, "I see 3 stars." (Stress the importance of telling how many stars.) Continue, varying the objects and the number of each object. As the children become efficient at this task, vary the color of the objects, so that they must respond, for example, "I see 3 yellow stars."	Flannelboard Assorted flannelboard Christmas objects (See Appendix)	 3 stars

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 2

ARITHMETIC SKILLS (cont.)

4. To improve recognition of various basic colors (according to teacher's goals)

Additional Lesson for Primary Children

SOCIAL STUDIES

1. To acquaint the students with the various common customs of people in our country and particular locale
2. To stress vocabulary related to these customs
3. To improve skills in describing pictures

1. Show the class pictures of Christmas activities and customs in America, such as decorating the Christmas tree, hanging stockings talking to Santa Claus, Christmas caroling.

   Describe what is happening in each picture as a class.

   Make a sentence description for each picture and pin them on the bulletin board under the pictures.

2. Ask various students to tell what they like to do for Christmas.

Note: If many of your students are culturally deprived you may wish to omit this. If some do not observe Christmas, talk about other holidays they do follow.

Pictures of holiday activities and customs in your locale from your personal picture file

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 3

OPENING EXERCISES

1. To continue to introduce new vocabulary
2. To review old vocabulary and activities
3. To continue regularly scheduled ordered routine

Continue in much the same manner as previous days, using Santa puppet and reviewing all old vocabulary words. Introduce new vocabulary word "reindeer" using large picture or a book about reindeer. Put new word on calendar as before, discussing the usual daily information, such as the name of the day, weather, date, etc.

Santa puppet

Calendar

Small picture of a reindeer for the calendar

Large picture of reindeer

Battaglia, A. *The Reindeer Book.* N.Y.: Golden, 1965

LANGUAGE ARTS

1. To improve skills in verbal expression
2. To provide experience in recalling a familiar story
3. To improve listening skills

1. "How many of you know who this is? (Show picture of Rudolph) Yes, a very different reindeer named Rudolph. How many of you know the story about Rudolph?"

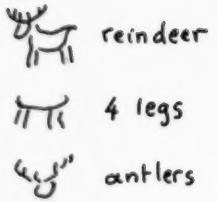
   If many know the story, ask them to tell the story by describing the pictures.

   Read or tell the story if they do not know it.

2. "Let's write the names of Santa's reindeer on the blackboard. Who can think

Hazen, B. *Rudolph The Red-Nosed Reindeer.* N.Y.: Golden, 1958

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 3 LANGUAGE ARTS (cont.)			
4. To improve recognition and identification of initial sounds in a single word 5. To improve skills in generalizing and application to a practical situation	of them?" (Dasher, Dancer, Prancer, Vixen, Comet, Cupid, Donner, Blitzen, and Rudolph.) "Now I'm going to say two names. You tell me if they sound the same in the beginning: Dasher-Dancer...Watch my tongue... Dasher-Dancer." (Proceed in same manner, varying the names.)" If this is a new activity to the class, you may wish to simply point out all the names that start the same way--you may even bring in names of students in the class.		Dasher Dancer Prancer D Donna David
ARITHMETIC SKILLS			
1. To improve listening skills 2. To improve skills in coordinating words and actions 3. To improve recognition of numbers 1 to 8 4. To develop concept of addition and subtraction	1. Using fingerplay "Five Little Reindeer," have class follow the hand and finger motions while you tell the story. 2. Read "Eight Tiny Reindeer" using the flannelboard and adding the reindeer. Review, having children count reindeer possibly adding and subtracting reindeer if they can do this. "How many did I take away?" (You may wish to put the number taken away in a visible corner of the flannelboard.)	Fingerplays "Eight Tiny Reindeer" and "Five Little Reindeer" (See Appendix) Flannelboard Eight reindeer backed for flannelboard use (one red-nosed)	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 3			
SCIENCE			
1. To promote a realistic understanding of a reindeer To teach concept of animal category To teach natural habitat of reindeer	1. Discuss the realistic characteristics of a reindeer, using the picture to illustrate. Stress: physical appearance, size, antlers; which animals a reindeer is like and which ones are different; what other animals have antlers (deer, elk, moose); where a reindeer lives; what reindeer eat. *Note:* Much of this can be done through questions and answers.	Large colored picture of a reindeer Battaglia, A. *The Reindeer Book.* N.Y.: Golden, 1965 Bird feathers or wing if possible	
2. To improve skills in describing, comparing, and contrasting 3. To clarify the difference between real reindeer and Santa's reindeer	2. Explain that Santa's reindeer are different from real reindeer. Animals in stories do things real animals can't do. Real reindeer don't fly. Why? Compare them to a bird. Talk about wings and feathers. Show some if possible.		
MUSIC AND CREATIVE EXPRESSION			
1. To improve rhythm and ability to sing as a group 2. To coordinate other activities	1. Play record or song "Rudolph the Red-Nosed Reindeer" and all sing together. Repeat, varying tempo and loudness. 2. Play "Musical Sleigh." Play record and stop as with musical chairs.	Record player and record "Rudolph the Red-Nosed Reindeer"	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 3 MUSIC AND CREATIVE EXPRESSION (cont.) 3. To improve listening skills 4. To improve skills in varying singing styles	3. If interest remains, have class dramatize the story while you play record or sing song.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 4

OPENING EXERCISES

Same as previous days

Following the same routine as the previous days, review the vocabulary words and introduce the new word "sleigh." As before, talk about daily routine, such as weather, who is absent, name of day, etc.

Have the children handle and push the toy sleigh and toy car. "Wheels roll around. The sleigh slides on the snow."

Santa puppet

Calendar

Picture of a sleigh

Toy sleigh

Toy car

LANGUAGE ARTS

1. To teach proper use of the telephone
2. To provide an opportunity to practice talking on the phone
3. To improve skills in giving information and identification such as name, address
4. To continue to improve language usage

1. "For several days now, we have been talking about Santa and all his helpers. What do you remember about Santa? That's right. How does Santa know what to give boys and girls for Christmas? Yes, sometimes we talk to him or write to him. Before Christmas he's busy trying to make all boys and girls happier."

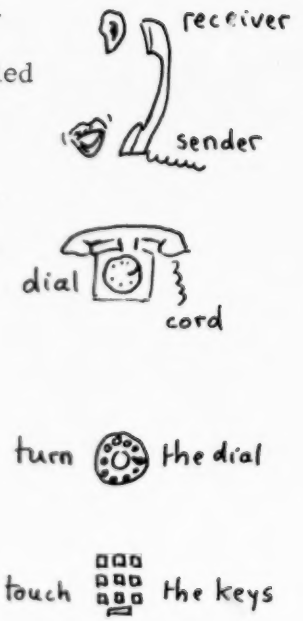
   "Today we're going to read a story that tells about all Santa does to give us a happy Christmas."

   Read the story, then review. Be sure to share the illustrations with the class.

Book about Santa's job such as Martin, B. and Martin, B. *Christmas Puppy.* USA, 1949

McGinley, P. *The Year Without A Santa Claus.* Philadelphia: Lippincott, 1957

Telephones: preferably two which will connect and transmit messages from separate rooms

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 4 LANGUAGE ARTS (cont.)			
5. To continue to improve listening skills	2. Telephone Call From Santa Claus "Now we are going to think of things we can tell Santa that we like about Christmas. There are 3 ways we could do this. Who has some ideas?" (Talk about a visit to Santa in a store, calling him on the phone, sending him a letter.) "Sometimes Santa may see you in a store, or sometimes he may call you on the telephone. We must know what to do if someone calls us. Here is a telephone." (Talk about parts of the phone and what they're used for). "What should we say to Santa?" (name, address, hello, what we like about Christmas, thank-you, goodbye, etc.) "Let's practice. I'll be Santa Claus. Joe, you answer the phone, and I'll tell you who I want to talk to." Call until "Santa" has talked to each child. Review telephone manners. *Note:* This may be some children's first contact with the telephone. If so, allow time for familiarizing them with the phone.	Picture of a telephone with the main parts labeled	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 4

ARITHMETIC SKILLS
AND PROBLEM SOLVING

1. To teach proper use of the telephone
2. To improve skills in correctly sequencing a series of numbers 0 to 9
3. To improve skills in following directions
4. To stress importance of listening carefully
5. To solve problems by use of verbal clues and real objects
6. To encourage improvement in verbal skills according to individual levels
7. To increase memory span

1. Practice dialing telephone numbers. Draw a large dial and touch-tone keys on the experience chart. Call a student to the chart. Instruct him to demonstrate how to dial the numbers you designate. As the class becomes more familiar with the process of dialing, allow them to practice with the telephones. Talk about what happens if you don't dial correctly.

   Explain the dial tone, ringing, and "busy" signal.

2. Using Santa puppet, ask children to be elves and "help me with my list." "Tommy, bring me a present for a baby." "Jill bring me something to play with outdoors, something noisy." (The children must take a toy from the table, bring it to Santa and say, "Here is a ball," or a response appropriate for their own level.)

3. Put several toys on the flannelboard. Instruct class to hide their eyes while one child removes one picture. Then all must look and try to guess which picture is missing. If possible, have the child call on other children. Remind them to raise their hands and call only on a

Telephone

Small, inexpensive toys and objects from the classroom

Santa puppet

Flannelboard

Pictures of toys backed for flannelboard use

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 4 ARITHMETIC SKILLS AND PROBLEM SOLVING (cont.)			
8. To improve general articulation skills	child who is raising his hand. Add a new toy and continue activity.		
EXPERIENCE AND CREATIVE THINKING			
1. To teach parts of a letter and skills in letter writing 2. To encourage individual verbal participation in a group-classroom activity 3. To teach recognition of the way their own name is printed, as well as others' names 4. To introduce concept of mail process	Writing a letter to Santa Claus 1. "We've talked about going to see Santa Claus in a store. We've practiced talking to him on the phone. We also said we were going to write him a big letter." 2. Talk about what you must include. In the letter--school, address, date, who letter is from. On the envelope--stamp, Santa's name and address, ZIP, your name and address. 3. Illustrate the letter by simple sketches of what each child tells about. Have each take turns telling something while you write it down. They'll feel as if they are writing the letter. 4. After completing the letter, fill out	Large sheet of paper Markers Envelope Stamp *Note:* If you wish the class to receive a letter back from "Santa Claus," see the Appendix You may also mail the reply back yourself to the school When it arrives in the mail, read and share it with	Dear Santa, we like [1] fun things. [2] Don't work too hard. [3] Thank you. Tommy Susan Betty

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 4 EXPERIENCE AND CREATIVE THINKING (cont.)	the envelope. Talk about what will happen to the letter -- mail box, post office, mailman. *Note:* If the class prefers, write a holiday greeting letter to someone who has helped the class -- a visitor or member of the school personnel.	the class. Remember to illustrate it so they can help you "read it."	
TRIP EXPERIENCE 1. To give reality to the process of mailing 2. To encourage recall 3. To reinforce sequencing of events	1. Take the class to the nearest street mailbox to mail the letter at the time of pickup. Wait to see mail emptied into bag and taken into a truck. 2. Go to the post office to see the mail bags emptied and sorted. 3. Review the trip with a story in pictures and words.	Permission and transportation arrangements	Tom put the in the
ART 1. To provide opportunity for class participation through discussion and spontaneous language usage	1. Make a winter mural. On a large piece of paper, have the children paste the cutouts where they wish, naming them as they do so. "Here is a tree. Here is a big tree. Here is a dog."	Large piece of paper Large cutout shapes in construction paper (trees, people, animals, torn white	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 4 ART (cont.)			
2. To develop a sense of design 3. To encourage group activity	2. Discuss some ideas for decorating the classroom for Christmas. You may wish to have three or four different illustrated ideas for the class to choose from. Start to carry out the ideas, and continue on later days.	paper for snow) (See Appendix for door decorating ideas)	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 5

Note: Many of these activities are based on snow. Although it is not essential that it actually be snowing, it would be more effective if there was at least some snow on the ground. These activities should be postponed until appropriate days when snow has fallen. They may well be done on several days.

OPENING EXERCISES

Same as previous days

Following similar routine as in past, review old vocabulary words and introduce the new words "snow" and "snowman."

Calendar

Picture of a snowman

HEALTH

1. To expand vocabulary relating to temperature and winter weather
2. To teach names of clothing articles
3. To encourage self-care and good health habits
4. To develop multi-sensory perception

1. Talk about weather and temperature. "It is cold outdoors. Is it cold in the room? No, the room is warm. Who knows why? Yes, we heat our houses. How many ways do you know to make a house warm? (Make a fire; close the windows; build thick walls; send hot air or hot water in pipes around the house.)
2. Feel the snow. (Pass the pail of snow around.) What do we do to keep warm outside on a cold day?

   Did you wear mittens today? How do they feel? How do they smell?

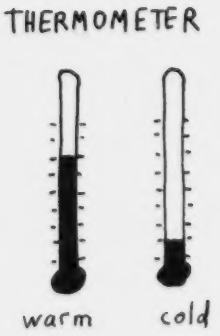
   (Pass a wet boot around.) Why did you need boots today? How does this boot feel?

A pail of snow

A real indoor-outdoor thermometer

An easily read bath thermometer

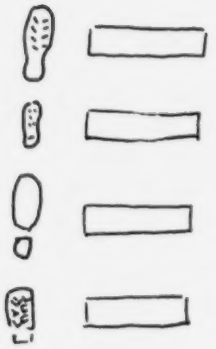
A hand-made thermometer (See Appendix)



RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5 HEALTH (cont.)	3. Talk about and demonstrate how a thermometer goes up and down with change in weather. The hand-made thermometer can be used to explain what the real one shows. A bath thermometer can be placed in and out of the snow.		
LANGUAGE ARTS 1. To develop vocabulary associated with various aspects of snow 2. To develop conceptual thinking through associating words by categories 3. To improve class discussion and individual verbal skills, both in articulation and language 4. To improve class skills in planning and organizing an activity	1. Have a class discussion about snow and snow activities. The class could describe and talk about pictures then expand areas of discussion through own experience. Reinforce discussion by writing own story on the experience chart. 2. Read the story *The Rollaway Snowball*. "Wasn't that fun? How would you like it if we made a snowman?" Talk about what you will do. 3. Let the class help plan. What will we wear? What will the snowman wear? Who will bring the things for him to wear -- where can we find the things?	Kaufman, J. *The Snowman Book*. N.Y.: Golden, 1965 Winter activity picture from your personal picture file Capt. Kangaroo. *The Rollaway Snowball* (See Appendix) *Note:* Color the small illustrations with markers and mount the page on colored paper to add interest; or recopy and blow up story for experience chart	we slide we fall we make

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5 LANGUAGE ARTS (cont.)			we made a snowman Ned found Susan put the on Joe found for the arms melts the
5. To carry out the activity as planned and organized 6. To review the order of events, while improving individual skills in expressing verbally what happened	What things can we find to use outdoors? (pine cones, evergreen branches) How many balls of snow will we need? Who will roll the balls? Where should we put the snowman? What shall we name him? 4. Go outside and make the snowman. 5. Review and discuss the experience, order of events, any problems, what might be done differently. As a class make a story in pictures and words for the experience chart.		
SCIENCE			
1. To develop an understanding of the relationship among water, snow and ice 2. To clarify meanings of words associated with water, snow	1. Compare and contrast snow, ice, and water. Have the children touch them. What would happen to each if we spilled the dishes. Do it. Which is the coldest, which is the warmest? Will ice melt before snow? Let the dishes sit, and see which melts first. Why did they melt? What happens if we heat water?	Three dishes: 1 of water 1 of ice cubes 1 of snow	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5 SCIENCE (cont.)			
and ice for more accurate descriptions and language usage	Relate to weather and seasons. It rains in summer when it is warmer. It snows in winter. Snow melts on warm days. Puddles freeze on cold days.		
3. To improve understanding of snow and snowflakes	2. If it is snowing, catch snowflakes on a piece of black felt. Immediately look at them under a magnifying glass to see that all are differently formed.	Black felt	
4. To apply scientific principles to everyday life	Explain what is a magnifying glass. How it changes what we see. (Compare big and little.)	Magnifying glass	
5. To develop skills for comparing and describing similarities and differences	Stress that snowflakes only look bigger.	Fresh snowflakes	
	Have each child look at his thumb under the magnifying glass.		
	3. Talk about what happens to snow on streets. Mention plowing, but stress use of sand and salt.	Rock salt	
	Go outside and spread salt on some ice and sand on another spot. Notice the difference between what happens -- which melts the ice, and which just keeps us from slipping. (This will work best if the air temperature is near freezing.)	Sand Sidewalks covered with ice and snow	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5 EXPERIENCE AND CREATIVE THINKING AND OUTDOOR RECREATION 1. To compare differences in various footprints of animals and people 2. To develop concept of identification through footprints 3. To increase self-awareness	*Additional outdoor activity when snow is on the ground: (Do on any convenient day)* 1. Have the class get their boots and look at the bottom of them. Explain that we can identify footprints by looking at marks made by boots and shoes. 2. After putting on rest of wraps, go outside. Step in the snow and compare differences in size and marks from boots. Make sketches of the various patterns. Look for footprints from other people or animals in the snow. Make sketches of these too. 3. Transfer your sketches to your experience chart and have class identify the various prints. They may refer to bottoms of boots to refresh their memories -- Don't forget to sketch size and shape as well as marks. Have children try to match boots with boot print.	A book about footprints or pictures of footprints Snow Boots and heavy shoes	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5			
LANGUAGE ARTS			
1. To create an appreciation for a "classic" story 2. To stress rhyming words 3. To provide an opportunity for sharing experiences	1. Read story *A Visit from St. Nicholas.* 2. Re-read lines in the story, asking the students to supply the final word, such as "...all through the house not a creature was stirring not even a _____." 3. Have the class act out the story. *Additional for a very verbal class:* 4. Talk about what some of the students do on Christmas Eve or the night before Christmas. What do they do before/or on any holiday? Decorating a tree, hanging stockings, opening gifts, having a good dinner, visiting relatives, going to church.) Be careful that no one feels left out because of what they don't do.	*A Visit From St. Nicholas* (See Appendix) Alternate story: Brown, M.W. *On Christmas Eve.* N.Y.: Young Scott Books, 1938	
Additional Lesson for Primary Children			
ARITHMETIC SKILLS AND PROBLEM SOLVING			
1. To improve skills in working independently	1. Pass out copies of a dot-to-dot puzzle to the students to complete. If this is a new activity be sure to expla in directions	Dot-to-dot puzzle (See Appendix)	

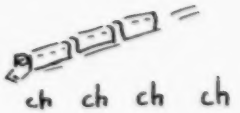
RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 5 ARITHMETIC SKILLS AND PROBLEM SOLVING (cont.)			
2. To improve understanding of order and relationships numbers. 3. To improve fine motor coordination 4. To improve recognition of and use of colors	very simply and very carefully. In fact, you may wish to make this a class project, connecting each dot as a class. 2. If time remains, pass out a color-by-symbol page for the students to complete. Make a large illustrated colored key for them to refer to.	Color-by-symbol page (See Appendix)	

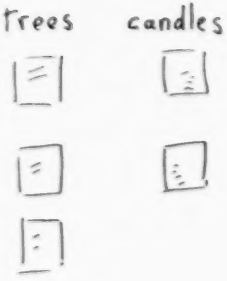
RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 6			
OPENING EXERCISES			
Same as previous days	Following the same routine as the previous days, review the vocabulary words and introduce the new word "present." As before, talk about the daily information on the day, date, weather, etc.	Calendar Picture of a wrapped present	
LANGUAGE ARTS			
1. To stress vocabulary related to presents 2. To promote understanding of giving 3. To stress a realistic outlook toward presents according to socio-economic level of students 4. To improve skills in describing 5. To reinforce association of certain objects with different types of activities	1. Show the class a present and describe it, stressing new vocabulary, letting the children handle the paper and ribbon. Talk about paper, ribbon, tape, tag, box; how we can guess what's in the package (clues); other names for presents, (package, gifts); why we give presents, to whom, what kind. (A present does not have to be an object; for example it can be a promise to wash dishes.) 2. Open the present as a class project. 3. Make a shopping list. Have the class find pictures of objects appropriate for various members of their families. Cut them out and paste them by pictures or names on the experience chart.	A real wrapped present from you to the class (Be sure to use Christmas wrapping, ribbon, tape, and tag telling "to" and "from.") Old catalogues Scissors Paste	

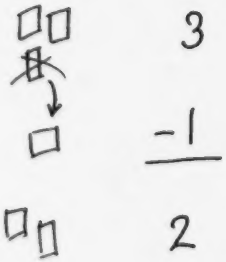
RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 6 LANGUAGE ARTS (cont.)			
6. To improve skills in verbal reasoning	Discuss whom to put on a list. How to select a present.		Teddy's Mom
7. To improve skills in following directions through better listening	Name an object: Who would like it? Why? Would anybody else in the family like it? How much would it cost? Could we buy it? Where would we buy it?		a book
	4. Reinforce the activities with the experience chart.		baby
			∅ a ball
ARITHMETIC SKILLS AND PROBLEM SOLVING			Daddy
1. To improve skills in working independently	1. Pass out worksheet "Matching Things."	"Matching Things" (See Appendix)	a picture
2. To improve use of numbers up to 10 (or whatever level the teacher may set)	"Find a star. Put your finger on it. Do you see another star? Draw a line between the stars." Follow a similar procedure for each thing or instruct the class to complete the worksheet independently.	Flannelboard Assorted flannelboard toys	
3. To develop use of a structurally complete sentence	2. Place numbers of objects on the flannelboard and ask, "What do you see?", with the class answering, "I see (how many) balls." As the students improve in this activity, allow them to take turns placing objects on the flannelboard.		
4. To develop and improve use of descriptive adjectives, (such as numbers and colors)			

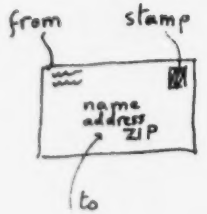
RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 6 ARITHMETIC SKILLS AND PROBLEM SOLVING (cont.) 5. To improve recognition of various basic colors, according to the teacher's goals			
Alternate Lesson ARITHMETIC AND PROBLEM SOLVING 1. To improve simple arithmetic skills 2. To explain the concept of "pair" 3. To improve skills in discriminating by touch and sounds 4. To reinforce skills in recognizing colors	1. Using a box containing several pairs of socks and mittens, introduce the concept of "pair." Hold up one sock. "Here is a red sock. Find me another one. Good, this makes a pair of red socks. Now find a pair of mittens." Point out why socks and mittens come in pairs. Find other pairs (shoes, eyes). 2. Talk about what a Christmas stocking is why it is different from a regular sock you wear. Mention that "stockings" are colorful and decorated to be festive. They can be made of flimsy material because no one will walk in them. Only small presents fit into stockings. You don't need "a pair" of stockings for each person.	A box containing socks and mittens Large Christmas stocking Common objects that will fit into stockings such as pencil, scissors, eraser, ball, candy cane, spoon, etc.	one a pair

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 6 ARITHMETIC AND PROBLEM SOLVING (cont.)	3. Play "What's In the Stocking?" Put an object in the stocking and pass it around for all to feel and guess. Talk about how they "knew" what to "guess." 4. Using various colored stocking bean bags, have class stand in a circle. Put bean bags in center and call out a child's name and a color. The child must throw to you one or a pair of bean bags of the color you named. You may vary the procedure in many ways according to the ability of the class.	Stocking bean bags of various colors	
STORY TIME AND CREATIVE THINKING 1. To reinforce sequencing of events into a story 2. To increase awareness of specific speech sound "ch", as well as rates and intensities of productions	1. Either read the story "Choo-Choo Engine" or show film "Little Engine that Could." 2. After the story or film talk about what sound trains make. Have the class imitate /ch/. Vary rate and intensity of "ch" productions for various sizes of engines and various sizes of loads.	Movie projector Film: *The Little Engine that Could.* U-6100. Coronet Productions "Choo-Choo Engine" in Scott, L.B. and Thompson, J.J. *Talking Time* 2nd ed. St. Louis: Webster Div. McGraw-Hill, 1966	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 6 STORY TIME AND CREATIVE THINKING (cont.)			
3. To improve general listening skills 4. To provide an opportunity for self-expression	3. Talk about the events in the story and let the class act out the story. Stress different "ch" productions for each engine.		
ART 1. To teach an appreciation for making gifts for others 2. To reinforce language associated with the craft 3. To develop concept and ability to follow sequence of directions 4. To stress importance of listening carefully	Make presents (for mother, father, or someone else). Talk about the craft materials, who the present is for, steps in making present. Wrap the present. Talk about the vocabulary associated with wrapping a package.	Some suggestions for presents to make are given in the Appendix. It is assumed that the teacher will have many ideas of her own which she might rather use. Wrapping paper Tags Tape Scissors Ribbon	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 7			
OPENING EXERCISES			
Same as previous days	Following the same procedure as on previous days, review vocabulary words and introduce new word "Christmas card." Show a real Christmas card asking what it is, if any student has received a card, who sent a card, to whom, etc. Remember to take into account family background. Compare Christmas cards to other greeting cards. The cards mean "I like you," to the person who gets them.	Calendar Picture of a Christmas card for the calendar	
LANGUAGE ARTS			
1. To increase awareness of and appreciation for the purpose of greeting cards 2. To improve skills in verbal description 3. To improve listening skills 4. To improve skills in comparing and contrasting	1. We send cards to friends to say we love them. We are happy for the holiday. We want to share our joy. 2. "Christmas cards are not all alike. What do we look at on a card? (picture, message, who sent card, etc.) Look at this card, Jimmy. Tell us about the picture. Who do you think might like this card?" 3. "Find a card that shows something about Santa Claus. Find a card with animals. Find a card with presents." 4. Make up riddles. "I am a card with a waggy tail (a puppy by a tree)." "I am a card for children who like to sing (carolers)."	A large variety of old Christmas cards Greeting cards for other holidays can be used too	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 7			
Additional Lesson for Primary Children			
ARITHMETIC SKILLS			
1. To improve skills in listening and following directions	1. "Mary, come. Find 3 cards with Santa Claus. Put them on this table. Joe, come. Take 1 of the Santa Claus cards to your desk. Jerry, come. How many Santa Claus cards are on the table? Yes, 2."	Old greeting cards	
2. To begin or improve recognition of various numerical symbols			
Additional Goal for Primary Children	*Additional Activity for Primary Children*		
3. To improve skills in solving and understanding simple addition and subtraction	2. Write this "story" on the board, illustrating and also writing it numerically. Talk about the meaning of the minus (take away) sign, and plus (adding) sign. Continue this procedure demonstrating simple addition and subtraction problems, varying the complexity according to levels of the students.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 7			
ART AND CREATIVE THINKING			
1. To provide an opportunity for free expression through arts 2. To reinforce concept of making and sending greeting cards to our friends and family 3. To review process of mailing 4. To improve skill in giving identifying information	Make greeting cards to send to parents. Talk about the picture, the message, who it is to and from. Provide envelopes for each. Hold up each child's card. Give him an envelope. As he says the name and address of his parents, you print it. Do the same for return address. Give the child a stamp to put on the envelope. Talk about addressing and mailing, parts of envelope, such as return address, postmark, stamp, ZIP. Discuss how well the children gave information on names and addresses.	Colors Christmas stickers Scissors Various colors of construction paper, cut to fit the envelopes Envelopes Stamps Fine line markers	
MUSIC			
1. To stress rhyming words 2. To develop skills in rhythm and rate and associate them with meaning or mood of various songs	1. Ask the class which songs they would like to sing. Have each child "direct" for the song of his choice. You may wish to repeat the song having each child keep time with a rhythm band instrument.	The class' favorite Christmas carols and songs, as well as any you may wish to teach them	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 7 MUSIC (cont.)	2. Take a simple song like "Jingle Bells" and vary rate and loudness. Talk about the various moods created by changing rate, slow and soft sounds more sad and serious than fast and light. 3. Talk about the words in the songs--what story is being told--making certain that they understand the meanings and, if they are able, discussing words that sound alike. 4. Begin a line of a song and see if the children can finish it by supplying the missing word. "Oh what fun it is to ride in a one-horse open _____."	Rhythm band instruments, such as sandpaper blocks, cymbals, triangle	
Alternate STORY TIME 1. To improve listening skills 2. To improve auditory attention span 3. To provide opportunity for appreciation of good literature and enjoyment of words	Read *How The Grinch Stole Christmas*. Be sure to read with much expression. Review and discuss the various characters in the story.	Geisel, T. (Dr. Suess). *How The Grinch Stole Christmas*. N.Y.: Random House, 1957	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 8			
OPENING EXERCISES			
Same as previous days	Following the same procedure as in previous days review vocabulary and introduce new word "Christmas tree." "Let's put a picture of a Christmas tree on our calendar, because today we are going to learn some special things about a Christmas tree."	Calendar Picture of a Christmas tree	
LANGUAGE ARTS			
1. To expand vocabulary for names 2. To improve expressive language 3. To increase memory span	1. Read a story about Christmas trees, sharing the illustrations. 2. Present various Christmas decorations to the class, showing them one at a time and asking for each one its name, description, where it can be used. 3. Play "What's Missing?" Put three or four decorations on the table. Name them, and then hold a large poster board in front of them and remove one. Ask the class, "What's missing?" As they become better at this game, add more items and perhaps remove more than one at a time.	Brown, M.W. *The Little Fir Tree.* N.Y.: Crowell, 1954 A variety of decorrations commonly used at Christmas (bell, star, wreath, ornament, ball, holly, mistletoe, angel, Santa, candle, gingerbread man, tinsel) Large poster board	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 8

ARITHMETIC SKILLS

1. To encourage critical listening
2. To improve skills in recognizing digits from 1 to 10

Play "Speech Bingo."

Distribute a Speech Bingo card to every student.

Call the numbers. For example, when you turn up a card, say "Under tree, 2." Any student who has a 2 in a box under "tree" will then mark that box with a token.

Play until someone gets BINGO, or count the card with the most squares covered at the end of a given period. Ask the students to read back the numbers on their cards, if they are able.

Duplicated copies of the Speech Bingo sheets (See Appendix)

Number-calling cards

Tokens

STORY TIME

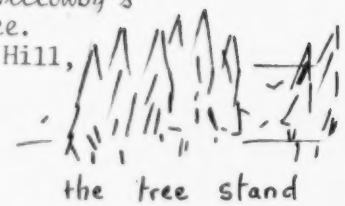
1. To encourage verbal participation
2. To develop skills in discussing alternatives and arriving at a verbal decision
3. To allow spontaneous creative response through role playing

1. Read *The Tree Angel* or another story that deals with getting a Christmas tree. Let class tell the story through the pictures.

Act out the story. Let the class make up their own words. *The Tree Angel* is excellent for such spontaneity.

Martin, J. and Charlip, R. *The Tree Angel*. N.Y.: Knopf, 1962

Barry, R. *Mr. Willowby's Christmas Tree*. N.Y.: McGraw Hill, 1963



RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 8

STORY TIME (cont.)

2. Talk about how one goes about getting a Christmas tree; where trees grow, how they are cut and transported to town.

   Discuss how to select a tree (cost, size).

Optional

TRIP EXPERIENCE

(Alternately plan a walk around school to look at holiday signs)

1. To provide experience of picking out a tree
2. To encourage use of language
3. To provide an example of the handling of money

1. Explain that you as a class will go buy a Christmas tree.

   Talk about where you will go, how big a tree you will want, the need for money.

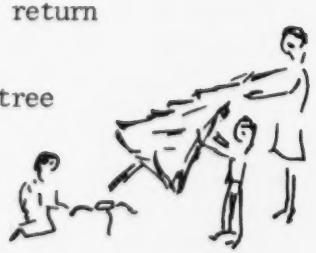
2. Explain that on the way you want everyone to keep their eyes open for signs of Christmas and decorations. You may wish to review some of these names if they do not seem to remember.

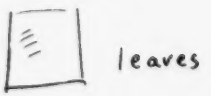
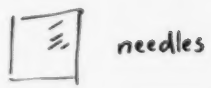
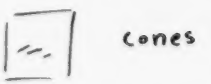
3. At the tree market, look at several trees. Talk about size, shape, kinds of needles. Reach a class decision (by voting) regarding the tree to buy. Pay for the tree (or have a child give the money) in the presence of the entire class. Take the tree with you if possible and have class help stand it up in a stand.

Local tree stand (If possible in rural areas, a tree farm where the children could watch the tree being cut)

Transportation (something that would also accommodate the tree for return to school)

Money for the tree



RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 8 TRIP EXPERIENCE (cont.)	4. Review the experience with the help of the experience chart.		
SCIENCE 1. To improve and develop skills in comparing and describing similarities and differences 2. To develop usage of specific descriptive works	1. Show pictures of various kinds of trees. Talk about parts of trees; what trees are alike and different; what happens to the leaves on the trees in the fall. Point out why evergreens are called that, how they look in winter, what their leaves are called. 2. Compare the various "needles" of different evergreen branches. Talk about their color, shape, length. Show the cones. If there are evergreen trees near school go out to see and touch the needles and the cones. Or, bring branches to class. 3. Discuss how a tree begins, grows, and continues to live. Compare evergreens and regular trees. Reinforce the information with flannelboard poem "The Tree."	Pictures of various kinds of trees in different seasons Pictures of various evergreens Small branches from several types of evergreens Blough, G.O. *Christmas Trees and How They Grow.* N.Y.: McGraw-Hill 1961 Flannelboard and flannelboard objects *"The Tree."* (See Appendix)	   

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 8 ART AND MUSIC 1. To stress colors and appropriateness of colors 2. To reinforce science lessons about evergreen trees 3. To improve listening skills 4. To improve ability to repeat sounds 5. To introduce the idea of different languages	1. Instruct the class to draw a picture of a Christmas tree and its decorations. Talk about the appropriate colors for the tree and the various decorations they will place on it. 2. Take out *The Little Fir Tree* again and sing the song to the Christmas tree together. 3. If time remains and you have the German text, teach the class "O Tannenbaum," in German. Explain that this is the same song. Some people speak a different way than we do.	Drawing paper Colors Brown, M.W. *The Little Fir Tree*. N.Y.: Crowell, 1954 Words to "O Tannenbaum" in German	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 9

OPENING EXERCISES

Same as previous days

Following usual routine, review vocabulary and introduce new word "star." Talk about what a star is. Where are real stars? When can we see stars?

Calendar

Picture of a star

LANGUAGE ARTS

(Review of Optional Class Trip)

1. To review vocabulary associated with trees
2. To provide an opportunity for verbal expression and to improve language and artilation skills
3. To improve class recognition of the printed symbols for their own names
4. To improve skills in recalling past events
5. To develop awareness of sensory observation

1. Go around the room having each child tell the decorations he saw on yesterday's trip. Attempt to have them use complete sentences. For those who have difficulty, perhaps a standard carrier phrase, such as , "I saw a _____" would help.

   Write the sentences on the chart. Stressing that we must know "who" saw, and "what" he saw. Use pictures to write the story.

   Review by asking children to "read" the sentences. (The names and illustrations should help, as well as the use of a common carrier phrase.)

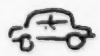
   Ask children to recall the sounds they heard on the trip.

   You can also ask, "Did you smell anything? Did you touch anything? How did it feel?"

Markers

Joe saw

Mary saw

Ann saw 

John heard singing

Sue heard

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 9

ARITHMETIC SKILLS AND SCIENCE

1. To stress relationship of size and number to volume
2. To increase multisensory awareness (visual, auditory, and olfactory)
3. To develop descriptive skills based on multisensory observation
4. To stress sequencing of events
5. To reinforce vocabulary
6. To stress importance of listening

"Today we're going to talk about popcorn and make some. How many of you have ever eaten popcorn? Who pops it? What does it look like before it pops? How does it grow?"

1. Pop some corn, talking about each step. (A glass popcorn popper would be ideal so the class could watch the corn pop.)

   Instruct the students to raise their hands when they hear the first kernel "pop." Have them listen for the end of popping.

   Talk about the smell of popcorn popping, Why must there be a lid? Why must there be a pot holder?

2. Talk about what happens when a kernel of popcorn pops.

   Compare size of 1 kernel of popped and 1 kernel of unpopped corn.

   Fill a tablespoon with unpopped corn and count the number of kernels. Then fill the same spoon with popped corn and count the number of kernels.

3. What do we put on popcorn? (Salt, butter, sometimes syrup for popcorn balls.)

If possible, ear of popping corn

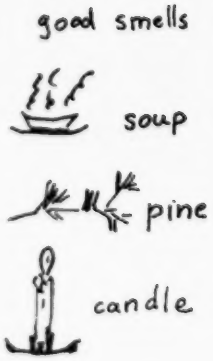
Unpopped popcorn

Small amount of popped corn

A tablespoon

Cooking oil

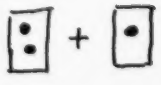
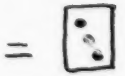
Pan, lid, pot holder, stove or popcorn popper



RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 9			
LANGUAGE ARTS 1. To improve listening skills 2. To develop vocabulary 3. To provide practice in using a given complete sentence 4. To provide opportunity for group planning of an activity	1. Read a story about getting ready for Christmas. Discuss home and school activities related to decorating. 2. "After lunch we will decorate our tree and other places in our school. Let's see how many things we can think of to put on our Christmas tree. I'll start. We put lights on our Christmas tree. (Encourage the children to use the same sentence structure you did.) Discuss what decorations are made from, which ones are bought, which ones can be made. Describe colors, sizes, textures.	Meigs, C. and Lenski, L. *Mother Makes Christmas*. N.Y.: Grosset and Dunlap, 1940 Kaufman, J. *The Christmas Tree Book*. N.Y.: Golden, 1966 Tree decorations, including samples of any you plan to make	stars balls paper chain tinsel snowflakes
EXPERIENCE AND CREATIVE THINKING 1. To develop skills in carrying out a planned activity 2. To create an appreciation for tradition and decorations	1. Have the class decorate the tree, assigning different decorations to the various children. *Note:* Take a picture of each child as he decorates the tree. 2. After the tree is all decorated, turn off the classroom lights, plug in the tree lights, and all stand around the tree singing Christmas carols.	Decorations Tree Camera (ideally a Polaroid) Paste Marking pen	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 9			
EXPERIENCE AND CREATIVE THINKING (cont.) 3. To provide words and structure for expressing experiences 4. To reinforce the experience by verbal expression	3. Make a "story" about decorating the tree, using the photographs and having the class make up the sentences.		Betty Jimmy Tom
MUSIC 1. To improve listening skills 2. To give appreciation of music 3. To improve memory span	Play and sing favorite Christmas songs or carols. If there is one the children like best, repeat it often until it is memorized. "Christmas Bells" is a short simple song that lends itself to action. The children can shake bells softly on the line "ding, dong, ding, dong."		We sang carols

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 10			
OPENING EXERCISES			
Same as previous days	Following regular routine review vocabulary and introduce new word "cookies." Continue to discuss daily matters of day, weather, activities, etc.	Calendar Picture of cookies	
HOMEMAKING, HEALTH AND CREATIVE THINKING			
1. To improve skills in following directions 2. To provide an experience involving homemaking skills 3. To stress safety rules in the kitchen 4. To stress importance of cleanliness 5. To provide practical application of numbers and measuring	Make cookies. Before starting, explain the steps to be followed: - who will do what - what ingredients are needed - how are they mixed together - why flour is used for rolling and cutting the dough - how does the texture of the cookie change by baking - names of various cookie cutters - colors of decorating ingredients - use of pot holder (safety) If you prefer, mix the dough one day and refrigerate it; roll out and decorate the cookies the next day.	Ingredients for cookies (See Appendix) Cookie cutters	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 10			
ARITHMETIC SKILLS			
1. To improve skills in solving simple arithmetic prob-	1. Work out simple numerical questions, such as, "How many star cookies are there?" Use numbers up to 10 or beyond if the children are familiar with higher numbers.	Cookies made by the class	
2. To improve recognition of the common numerical signs	2. Perform several simple additions and subtractions using the cookies, such as, "Mary put 2 stars on the plate. Ann put 1 star on the plate. How many stars are on the plate?" (Have children participate in putting the cookies on the plate and in counting the total number.) Illustrate the problem on experience chart so they can associate and recognize the numbers.		
	3. Talk about the numerical signs =, -, +		 2+1 = 3
STORY TIME AND CREATIVE ACTIVITY			
1. To provide appreciation of an old favorite and familiar story	1. Either read the book, or show the film, *The Littlest Angel*.	Movie projector	
2. To improve listening skills	2. Talk about the story.	Film: *The Littlest Angel*. Coronet Productions. U-3092	
	Stress the importance of giving, even though not something that costs a lot of money. Review the things the littlest angel gave. Ask, "What would you have given if you had been the littlest angel?"	Tazewell, C. *The Littlest Angel*. Chicago: Children's Press, 1946	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 10 STORY TIME AND CREATIVE ACTIVITY (cont.)	3. If class attention holds, allow them to act out the story. Remember to review all the events and characters before you begin. *Note*: If the film was used, the pictures in the book serve as an excellent way to review.		
MUSIC 1. To coordinate motor and auditory activities 2. To improve listening skills and auditory discrimination.	1. Play "Musical Wreath." Using a large wreath, have the children pass under the wreath. When the music stops, whoever is under the wreath is eliminated. Use favorite songs like "Frosty the Snowman," or "Rudolph the Red-Nosed Reindeer." 2. Play "Mystery Song." Play a short line from a familiar song and have class raise their hands as soon as they know what song it is.	Large wreath Piano Record player or tape recorder	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 11

OPENING EXERCISES

Same as previous days

Following regular routine, review vocabulary and introduce new word "carol." "Today we are going to talk about Christmas carols and the story they tell." Continue to discuss daily matters.

Calendar

Picture of carolers

LANGUAGE ARTS

1. To improve verbal expression through description of pictures
2. To encourage listening for detail
3. To reinforce recall of events in the story just told
4. To provide an opportunity for creative expression through dramatics

1. Using a very simple illustrated book, have the class help tell the story of the birth of Jesus.

   Compare the birth of any baby. People are happy and bring gifts. Angels and star make the story beautiful.

   Note: The religious meaning of Christmas can be handled rather "matter-of-factly." "People think differently about it. We all enjoy the holiday."

2. Show the class a Nativity scene, using word "Nativity." Also introduce the word "creche." Have students come up and point to various objects, persons, and animals, and tell what part they played in the story.

Nussbaumer, P. *Away In A Manger: A Story of the Nativity*. N.Y.: Harcourt, 1965

Trent, R. *The First Christmas*. N.Y.: Harper, 1948

Nativity scene, creche, or enough small figures of persons and animals to allow you to set up a creche in a box

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 11 LANGUAGE ARTS (cont.)			
5. To develop awareness of sequence through repetition of same story through several activities	Using empty creche, tell the story, having students move characters into creche, as they "enter" the story. The children can make animal sounds as they move the animals near the baby. 3. Provide an opportunity for the class to act out the story of the first Christmas. Review why we give gifts. Why we are joyful.		
Alternate Language Arts Lesson LANGUAGE ARTS			animal sounds
1. To improve skills in discriminating between various sounds 2. To improve duration of auditory attention span 3. To expand vocabulary related to animals	1. Show the film *How the Animals Discovered Christmas* (or read a book about animals and Christmas). Review the film. Go over the names of various animals. Compare the animals. Discuss the theme of the film or book. 2. Using Mattell toy "Farmer Brown Says" or record player or tape recorder, play animal sounds, calling on students to identify the animals. If possible, show pictures of each animal for a visual association.	Movie projector and screen Film: *How The Animals Discovered Christmas."* Coronet Productions U-4454 Brustlein, J. *Little Bear's Christmas.* N.Y.: Lothrup, Lee and Shephard, 1964	meow moo dog pig

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 11 LANGUAGE ARTS (cont.)			
		Peters, J. *The Animals' Christmas Tree.* N.Y. : Henry Z. Walck, 1962 Wahl, J. *Christmas in the Forest.* N.Y.: Macmillan, 1967 Konkle, J. *The Christmas Kitten.* Chicago: Children's Press, 1953	
SCIENCE			
1. To improve skills in describing 2. To improve concept of comparing for likenesses and differences 3. To expand vocabulary related to nature	Discuss animals mentioned in Language Arts lesson, reinforcing with pictures. For each animal, talk about how many legs it has, how tall it is, what sound it makes, where it lives, how it is useful.	"Farmer Brown Says" (toy by Mattell with farm animals) Record player or tape recorder Animal sounds on either tape or record Pictures of various animals	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 11			
MUSIC AND ART			
1. To develop awareness that the words in songs tell stories 2. To improve listening skills 3. To improve expression through art and drawing	1. Talk about "Christmas carols" -- songs that tell about the Christmas story of Jesus. 2. Sing Christmas carols. First sing or say the words, instructing the children to listen. After you have finished, ask them what story the song told. Sing the songs together. 3. Using one of the Christmas carols, have the class draw a picture of the story that is told in the carol. Suggested carols: "Away In A Manger," "The Friendly Beasts." 4. For a quiet mood, play and sing "Silent Night."	Carols, as found in many books of folk songs for children Drawing paper Crayons	
EXPERIENCE AND MUSIC			
1. To review Christmas carols 2. To provide an opportunity to use material learned in the classroom outside of the classroom	Go Christmas caroling. Explain that caroling is a "custom." Decide together where to go. If your class is located in a regular school, perhaps just to other rooms; if in a separate school, you may take a trip to a regular school or a nursing home.	Pre-arranged transportation and permission to visit various places	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART

Day 11

EXPERIENCE AND MUSIC (cont.)

3. To improve skills in describing events in order and with some detail

4. To give an opportunity to share in planning and carrying out a group activity

Decide what to sing. Practice briefly.

Carry our your plans.

After returning, review the Christmas caroling experience with the experience chart. Stress the order of events. Look for detailed descriptions and use illustrations whenever possible. Attempt to use the sentences as the children compose them, revising them if necessary.

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 12			
OPENING EXERCISES			
Same as previous days	Following regular routine review old vocabulary and introduce new word "bell." Have some real bells of different tones to ring.	Calendar Picture of a bell Real bells	
LANGUAGE ARTS			
1. To review and carry through previous lesson about communicating by mail 2. To review vocabulary related to mailing 3. To improve articulation in single words or short phrases 4. To coordinate motor skills with verbal and auditory cues	1. Read the letter from Santa Claus. Examine the envelope. Talk about the address, return address, stamp, postmark, etc. Look up the date it was sent on the calendar. Note AIRMAIL sign and talk about what this means. Read the letter, having the children help with the name recognition and illustrated words. 2. Using Santa Claus puppet, ask the class to do various things, such as, "Name something to eat," "Name a girl in our class," "Name a teacher." If the class is able, follow same procedures, asking about categories of words, such as food, song, decoration, or person. 3. Play a variation of "Santa Says" where you tell a story and whenever you ring a bell children must do something (clap, stand, sit).	Letter from Santa Claus (received as a consequence of an earlier lesson) Santa puppet	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 12			
EXPERIENCE AND CREATIVE THINKING 1. To help the students to understand and cope with their feelings 2. To improve skills in expressing feelings.	1. Read a story that presents feelings, such as *Runaway Angel* sharing illustractions. Talk about how the angel felt, when he was "left out of the activities." Discuss and compare the angel's feelings to boys' and girls' sometimes. 2. Talk about things boys and girls can do to help themselves and others feel good. 3. Talk about feelings (happiness, sadness, anger, being tired, being excited). Give everyone a chance to act out a feeling. Let others guess the feeling shown.	Welcher, R. *Runaway Angel*. N.Y.: Doubleday, 1963	
ARITHMETIC SKILLS AND PROBLEM SOLVING 1. To review vocabulary related to household item 2. To improve skills in describing and defining	1. Play "What's in Santa's Doll House?" Put an object or picture of an object in various rooms of a doll house (or pin them on pictures of rooms in a house).	Doll house (or pictures of each room in a house)	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 12 ARITHMETIC SKILLS AND PROBLEM SOLVING (cont.)			
3. To improve use of numbers up to 10 (or whatever level the teacher may set) 4. To improve use of a structurally complete sentence 5. To improve use of descriptive adjectives, such as numbers and colors 6. To improve recognition of various basic colors	Ask, "Jim, what's in Santa's kitchen?" He must answer, " A candy cane is in Santa's kitchen," or "I see a candy cane (in Santa's kitchen)." Let the class take turns changing objects in the rooms. Have the children make up riddles (if they are able to) about the objects and call on others to guess. Include several items of the same object, so that the answer becomes, "I see two chairs, in Santa's kitchen." "I see three spoons." Vary colors of the objects. "I see a blue ball in Santa's bedroom." 2. Following procedure similar to earlier Arithmetic lessons place numbers of objects on the flannelboard and ask, "What do you see?", with the class answering, "I see (how many) stars." As the students improve in this activity, allow them to take turns placing the objects on the flannelboard.	Small objects or pictures of objects (both common household things and things related to the holiday) Flannelboard Flannelboard objects	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 12			
HEALTH AND SAFETY			
1. To reinforce safety signs such as STOP, GO, SLOW, CURVE 2. To provide an opportunity for expression through creative play 3. To reinforce vocabulary of common courtesies	Play "Santa's Ride." Re-enact the night of Christmas Eve: Santa loading his sleigh (elves helping), then he and his reindeer taking off. Make a "trail" out of masking tape that they must follow. At various points along the trail, set up signs that the children should be familiar with, such as CURVE, STOP, GO, CAUTION. Santa calls out the signs' messages, and makes the reindeer "obey." Don't forget to have some stops along the way where Santa delivers toys from his pack. Some children can be placed at various houses where Santa calls. They can open the door when Santa rings, greet him, and thank him for the present he leaves.	Big pillow case (Santa's pack) Toys for the pack Masking tape Traffic signals and signs	
MUSIC			
1. To improve skills in identifying and discriminating among percussion instruments	1. Play record "Ring The Bells On Christmas Day." Identify the various percussion instruments through pictures and solos from the record.	Record player and record "Ring The Bells On Christmas Day." Kapp KL-1155	

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 12 MUSIC (cont.)			
2. To improve listening skills 3. To improve concept of rhythm 4. To improve coordination between auditory and motor senses	Discuss the various rhythms. Instruct the students to beat out the rhythms to the songs. 2. Tell the sound effect story "Santa's Noisy Christmas Eve," putting in the proper sound effects as they occur. Talk about what each of the sound effects means. Ask the class to help. Pass out the sound effects. Re-tell the story, pointing to the correct children for their respective sound effects.	Pictures of percussion instruments If possible, some real percussion instruments "Santa's Noisy Christmas Eve" (See Appendix) Sound effects: toy drum and sticks shrill whistle bells sandpaper blocks wood blocks hammer or kazoo 2 heavy pan lids	
EXPERIENCE AND CREATIVE THINKING			
1. To provide experience in planning a party	Plan a Christmas party. Follow your own routine for carrying this out, according to class abilities in planning.		

RELATED SUBJECTS & SPEECH & LANGUAGE OBJECTIVES	ACTIVITIES	ADVANCE PREPARATION & RESOURCE MATERIALS	BLACKBOARD BULLETIN BOARD & EXPERIENCE CHART
Day 12 EXPERIENCE AND CREATIVE THINKING (cont.)			
2. To provide an opportunity for class participation in decision-making, organization and verbal "deliberation"	You may wish to talk about when, how long, who will come, what games to play, what to eat. Also plan individual assignments, such as greeter, punch pourer, cookie passer.		

IV. APPENDIX

FINGERPLAYS, POEMS, AND SONGS

The fingerplays, poems, and songs in this section originated from many different sources. Some have been passed on orally from teacher to teacher. Some came from the words of children's songs, some from existing literature, and some from unknown sources.

CONTENTS

The Toy Shop 169
Christmas Is Coming 169
Santa Claus 170
Five Little Reindeer 170
Here Is the Chimney 171
Christmas Tree 171
Santa's Workshop 172
When Santa Comes 172
The Angel On My Christmas Tree 172
Christmas Song 173
Christmas Bells (carol) 173
Dreams 174
Old Saint Nick 174
Five Bright Stars 175
The Tree 175
Christmas Bells 176
Ten Little Presents 176
Jolly Santa 177
Laugh With Me 177
Five Little Bells 178
Eight Tiny Reindeer 178
The Friendly Beasts 179
Christmas Presents 179
Familiar Christmas Songs 180

THE TOY SHOP

fingerplay

Here is a window in a Christmas toy shop.
(circle with arms)
This is a round balloon that pops!
(clap hands)
This is a top that spins in a ring.
(twirl forefinger)
This is a little bird that can sing.
(whistle)
This is a soldier that can walk.
(make two fingers walk)
This is a mama doll that can talk.
(say ma-ma)
This is a funny jumping-jack man.
(swing arms out suddenly)
This is a sleepy Raggedy Ann.
(let arms hang limp, relax head)
And now we will say good-bye to the toys
And tiptoe away without any noise.

CHRISTMAS IS COMING *

Refrain:
Christmas is coming,
Christmas is coming,
Christmas will soon be here.
Christmas is coming,
Christmas is coming,
It's the happiest time of the year.

It's almost time for Santa Claus
To load his sleigh with toys
And make a trip around the world
To visit girls and boys.

Refrain

I've written a letter to Santa;
It is just for old Saint Nick.
I'll seal my letter and stamp it,
And then I'll mail it quick!

Refrain

* "Christmas Is Coming: reprinted by permission from TALKING TIME, Second Edition, by Louise Bender Scott and J.J. Thompson. Copyright 1966 by McGraw-Hill, Inc.

SANTA CLAUS *

fingerplay

Down the chimney dear Santa Claus crept,
(make loose fist with left hand;
insert right hand finger in it)
Into the room where the children slept.
(place three fingers of right hand on palm of left)
He saw their stockings hung in a line,
(suspend three fingers of left hand)
And he filled them with candies and goodies.
(make motions as if filling stockings)
Altho' he counted them: one two three,
(indicate by counting fingers)
The baby's stocking he could not see.
"Ho! Ho!" Said Santa Claus, "That won't do."
So he popped her present right into her shoe.
(cup left hand and put finger of right hand into it)

FIVE LITTLE REINDEER

fingerplay

Five little reindeer prancing in the snow,
Waiting for Santa to say, "Let's go."
(hold up five fingers)
The first little reindeer said,
"Let's be on our way."
(point to each finger in turn)
The second little reindeer said,
"It will soon be Christmas day."

The third little reindeer said,
"The sleigh is full of toys."

The fourth little reindeer said,
"They'll bring happiness to girls and boys."

The fifth little reindeer said,
"We'll travel far tonight."

Then out came Santa with a ho-ho-ho,
And the sleigh and reindeer were soon
out of sight.
(cup hand down and wiggle fingers)

* "Santa Claus" reprinted by permission from LET'S DO FINGERPLAYS by Marion Grayson. Copyright 1962 by Robert B. Luce, Inc.

HERE IS THE CHIMNEY *

fingerplay

Here is the chimney,
(make fist, enclosing thumb)
Here is the top;
(place palm of other hand on top of fist)
Open the lid,
(remove top hand quickly)
And Santa will pop.
(pop up thumb)

CHRISTMAS TREE *

fingerplay

Here is a lovely Christmas tree,
Christmas tree, Christmas tree,
(hold hands up, finger tips touching)
Here stands a lovely Christmas tree
So early in the morning.

Here is a horn for the Christmas tree,
Christmas tree, Christmas tree,
(hold fist to mouth and blow)
Here is a horn for the Christmas tree,
So early in the morning.

Here is a drum for the Christmas tree,
Christmas tree, Christmas tree,
(beat drum)
Here is a drum for the Christmas tree,
So early in the morning.

Here are the lights for the Christmas tree,
Christmas tree, Christmas tree,
(flutter fingers)
Here are the lights for the Christmas tree,
So early in the morning.

Here stands a lovely Christmas tree,
Christmas tree, Christmas tree,
(hold hands up, finger tips touching)
Here stands a lovely Christmas tree,
So early in the morning.

* "Here is the Chimney" and "Christmas Tree" reprinted by permission from LET'S DO FINGERPLAYS by Marion Grayson. Copyright 1962 by Robert B. Luce, Inc.

SANTA'S WORKSHOP

fingerplay

In Santa's workshop far away
Ten little elves work night and day.

This little elf makes candy canes;
This little elf builds speedy trains;
This little elf paints pretty dolls;
This little elf makes bouncy balls.

This little elf dips chocolate drops;
This little elf makes lollipops;
This little elf packs each jack-in-the-box;
This little elf sews dolly socks.

This elf wraps books for girls and boys;
This little elf checks off the toys,
As Santa packs them in his sleigh
Ready for you on Christmas day.

WHEN SANTA COMES

Do you know what I would do
When Santa comes knocking?
I'd like to squeeze up very tight
And hide behind my stocking.

And when he opens the door,
I'd jump out and say "boo" -- just for fun.
And if he gets scared enough,
He might drop his pack and run -- wouldn't that be fun.

THE ANGEL ON MY CHRISTMAS TREE

fingerplay

Two small hands that touch in prayer,
(praying hands)
A golden halo in her hair,
(touch thumbs and forefingers to form circle)
On her back, two silver wings.
(open palms with thumbs touching)
Once each year my angel brings
The Christmas story back to me
While she rests upon my tree

CHRISTMAS SONG *

There was a Pig went out to dig,
Chris-i-mas Day, Chris-i-mas Day,
There was a Pig went out to dig
On Chris-i-mas Day in the morning!

There was a Cow went out to plough,
Chris-i-mas Day, Chris-i-mas Day,
There was a Cow went out to plough
On Chris-i-mas Day in the morning!

There was a Sparrow went out to harrow,
Chris-i-mas Day, Chris-i-mas Day,
There was a Sparrow went out to harrow
On Chris-i-mas Day in the morning!

There was a Crow went out to sow,
Chris-i-mas Day, Chris-i-mas Day,
There was a Crow went out to sow
On Chris-i-mas Day in the morning!

There was a Sheep went out to reap,
Chris-i-mas Day, Chris-i-mas Day,
There was a Sheep went out to reap
On Chris-i-mas Day in the morning!

There was a Drake went out to rake,
Chris-i-mas Day, Chris-i-mas Day,
There was a Drake went out to rake,
On Chris-i-mas Day in the morning!

There was a Minnow went out to winnow,
Chris-i-mas Day, Chris-i-mas Day,
There was a Minnow went out to winnow
On Chris-i-mas Day in the morning!

CHRISTMAS BELLS

carol: sung in unison, as a round, or with one group repeating the last line

Oh, how lovely is the evening, is the evening,
When the Christmas bells are ringing, softly ringing.
Ding, dong, ding, dong, ding, dong.

* "Christmas Song" reprinted by permission from ON CHRISTMAS DAY IN THE MORNING by John Langstaff and Antony Groves-Raines. Copyright 1959 by Harcourt Brace Jovanovich, Inc.

DREAMS

action poem and fingerplay

Five children dreamed of Christmas day,
As fast asleep five children lay.

The first one dreamed of Christmas trees
Trimmed in tinsel gay.

The second one dreamed of Santa Claus,
His reindeer, and his sleigh.

The third one dreamed of a fireplace
And stockings in a row.

The fourth one dreamed of happy days
And playing in the snow.

The fifth one dreamed of presents
Piled beneath a tree.

You too can dream, if you will play
This dreaming game with me.

Let your eyelids gently close.
Let your head drop down.

Let the dreams of fun time come
As you rest and sleep a while.

OLD SAINT NICK

Let's buy a gift for old Saint Nick,
old Saint Nick, old Saint Nick. Let's buy
a gift for old Saint Nick.

Twill be a grand surprise!

When he comes in from his trusty jeep, we'll be
in bed and fast asleep. He'll tiptoe in to
our tree so trim...

(O what a grand surprise!)

..... THERE'S A GIFT FOR HIM.

With a laugh and a thank you and a ho-ho-ho, he's
off again through the ice and snow.

FIVE BRIGHT STARS

flannelboard: five stars, shepherds, sheep, three wise men, a manger, Mary, Joseph, Baby Jesus, and animals.

Five bright stars on a Christmas night
Wanted to give their very best light.
The first one said, "I will shine for the sheep
And the shepherds on the hill so steep."
(star, sheep, shepherds)
The second one said, "I will shine to show
The wise men just which way to go."
(star, wise men)
The third one said, "I will shine for the Mother
And for the Baby asleep in the manger."
(star, Mary, Jesus, manger)
The fourth one said, "I will shine for the cattle
And Joseph in the stable."
(star, Joseph, animals)
The fifth one, brightest star of all,
Stretched its beams till it reached the stall,
And said, "I will shine to remind
People everywhere to be good and kind."
(star)

THE TREE

flannelboard: yellow star, 3 pine trees of varying size, brown hill, blue hill, white hill, sun, raindrops, snowflakes, ax, fallen tree, Christmas tree.

I was a tall greenish pine tree.
A yellow star shone over me.
(smallest tree, star)
I grew and grew on a brown hill.
The sun shone warm, but I stood still.
(brown hill, sun)
I grew and grew, as the rain came down
And made blue puddles on the brown.
(bigger tree, raindrops, blue hill)
Snow fell at night and covered me.
My hill was white as white could be.
(largest tree, snowflakes, white hill)
A man came then and chopped me down
And took me to your house in town.
(show ax, fallen tree - point to a child)
Now look what you have made of me.
(Christmas tree)

CHRISTMAS BELLS *

I heard a bell ring far away,

CHILDREN: Ding, dong, ding, dong

A Happy bell on Christmas day.

CHILDREN: Ding, dong, ding, dong

Then every bell began to chime

CHILDREN: Ding, dong, ding, dong

To tell the world of Christmas time.

CHILDREN: Ding, dong, ding, dong

And all the world was glad and gay

CHILDREN: Ding, dong, ding, dong

To see another Christmas day.

CHILDREN: Ding, dong, ding, dong

(author unknown)

TEN LITTLE PRESENTS

flannelboard: gaily wrapped presents and a red felt Christmas stocking

This little present goes to Mary
This little present goes to Ned;
This little present goes to Harry;
This little present goes to Ted;

This little present cried, Boo-hoo-hoo!
Please put me in the Christmas stocking too.

* "Christmas Bells" reprinted by permission from TALKING TIME, First edition by Louise Binder Scott and J. J. Thompson. Copyright 1951 by McGraw-Hill, Inc.

JOLLY SANTA *

"Ho, ho, ho," laughs jolly Santa,

"Ha, ha, ha, ho, ho, ho;

My sleigh is packed, my reindeer ready.

Ho, ho, ho, off I go."

LAUGH WITH ME *

SOLO: Christmas time is coming soon, can't you see?
So, come everybody, laugh with me . . .

CHILDREN: Ha, ha,
Ho, ho,
He, he, he;
Ha, ha, ho, ho, he, he, he;

SOLO: Think of all the gifts beneath the Christmas tree.
So, come everybody, laugh with me . . .

CHILDREN: Ha, ha,
Ho, ho,
He, he, he;
Ha, ha, ho, ho, he, he, he.

SOLO: Old Mister Santa Claus will visit you and me.
So, come everybody, laugh with me . . .

CHILDREN: Ha, ha,
Ho, ho,
He, he, he;
Ha, ha, ho, ho, he, he, he.

* "Jolly Santa" and "Laugh With Me" reprinted by permission from TALKING TIME, First Edition, by Louise Binder Scott and J. J. Thompson. Copyright 1951 by McGraw-Hill, Inc.

FIVE LITTLE BELLS

fingerplay

Five little bells hanging in a row.
The first one said, "Ring me slow."
(one child makes slow ringing motion)
The second one said, "Ring me fast."
(one child makes fast ringing motion)
The third one said, "I'm like a chime."
(one child makes ringing chime)
The fourth one said, "Ring me at Christmas time."
(one child makes ringing motion)
The fifth one said, "Ring me last."
(one child makes last ringing motion)

EIGHT TINY REINDEER

fingerplay and flannelboard: 8 reindeer, one with a red nose

Eight tiny reindeer pawing in the snow,
Eight tiny reindeer ready to go.
This one has a shiny red nose:
He tells Santa which way the sleigh goes.

This one stamps the ice with his hoof;
He wants to hurry to Bobby's roof.
This one is thinking of the fun;
At a signal, he'll be ready to run.

This one makes the sleigh bells ring;
Games to Ruthie he wants to bring.
This one looks all around to see
If there is a dolly for Sarah Lee.

This one stands very still in the track,
While Santa hurries to fill up his pack.
This one is pulling at the bit:
He doesn't like to wait and sit.

This one last of the reindeer band,
Feels the reins pull in Santa's hand.

With a HI, HI, HO! they are on their way.
And eight tiny reindeer pull the sleigh
To make children happy on Christmas day.

THE FRIENDLY BEASTS

carol

Jesus our brother, strong and good,
Was humbly born in a stable rude;
And the friendly beasts around him stood;
Jesus our brother, strong and good.

"I," said the donkey shaggy and brown,
"I carried His mother up hill and down;
I carried her safely to Bethlehem town;
I," said the donkey shaggy and brown.

"I," said the cow all white and red,
"I gave Him my manger for His bed,
I gave Him my hay to pillow His head;
I," said the cow all white and red.

"I," said the sheep with curly horn,
"I gave him my wool for His blanket warm;
He wore my coat on Christmas morn;
I," said the sheep with curly horn.

"I," said the dove, from the rafters high,
"Cooed Him to sleep, my mate and I;
We cooed Him to sleep, my mate and I;
I," said the dove, from the rafters high.

And every beast, by some good spell,
In the stable dark was glad to tell
Of the gift he gave Immanuel,
The gift he gave Immanuel.

CHRISTMAS PRESENTS

See all the presents by the Christmas tree:
Some for you,
And some for me;
Long ones,
Tall ones,
Short ones, too.
And here is a round one
Wrapped in blue.
Isn't it fun to look and see
All of the presents by the Christmas tree?

FAMILIAR CHRISTMAS SONGS

carols	Away in a Manger
	Hark the Herald Angels Sing
	Silent Night
songs	Jingle Bells
	Rudolph the Red-Nosed Reindeer
	Frosty the Snowman
	Up on the Housetop
	White Christmas
	Winter Wonderland

STORIES

Peeky, the Curious Elf 183

A Visit from Saint Nicholas 189

The Rollaway Snowball 191

Santa's Noisy Christmas Eve 193

PEEKY, THE CURIOUS ELF *

by John R. Koch

Each year as Christmas draws near, all of Santa's elves are hard at work. They get the toys ready for boys and girls everywhere. Elmo checks the electric trains to be sure that when the boys wreck them, they won't break. Bobby makes sure that none of the toy soldiers' guns are loaded. Even he has to be careful. Timmy builds doll houses, while Toby puts in the furniture.

The elves are so busy making toys that they never even know what time it is. Everyone is hard at work. Everyone, but..."Peeky."

Peeky can't take the time to work. He's too busy peeking around seeing what everyone else is doing. Each year Santa scolds him for not doing his share. But Peeky can't help it, he was just born curious.

Even Peeky's nose is a funny shape. It got that way from prying open packages to see what was inside. The other elves always scolded Peeky for being so nosy. But he didn't pay any attention. He was too busy snooping around.

Finally, it was time for Santa to punish him. He put a blindfold on Peeky and made him sit in a corner. Oh what a terrible thing for Peeky! All those wonderful toys were being put together and he could not peek at them. He was eager to see what was going on. Poor Peeky almost burst with curiosity. But he couldn't even peek out from under the blindfold because it was caught on his funny nose.

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At last it was Christmas Eve and all the toys were finished and wrapped. Santa let Peeky take off his blindfold.

How dreadful! All those wonderful packages of toys and poor Peeky didn't know what was inside the wrappings!

Peeky thought of a way of sneaking a look at the toys. It wouldn't be a nice thing to do, but when you're a nosy elf, you just don't think right.

Peeky waited until all the packages were loaded in Santa's pack. And then...when no one was looking, he hopped in Santa's pack too. He stayed very still, so Santa would think he was one of the dolls. Peeky would surely get into trouble, but he didn't care...he was too curious.

At last Santa was off to deliver toys. It was a cold trip for an elf to make. But Peeky didn't care. He just had to see what all the toys looked like.

While Santa put the toys around the tree at the first house, Peeky hopped from the sack and hid behind an ornament which had fallen from the tree. When Santa had finished and started up the chimney, Peeky dashed over to the toys. He climbed all over them, peeking into the boxes and the pretty wrappings. He didn't notice that as he went around each package, as if by magic, the threads from his clothes stuck to the wrappings and began to unravel. Around and around the packages Peeky dashed. The thread from his clothes made themselves into ribbons! When he had looked at them all, he scampered up the chimney. With a hop, he jumped into Santa's pack just as the sleigh was leaving.

As Santa stopped at each house, Peeky raced around the packages. Always the threads from his clothes stuck to the wrapping making pretty ribbons. But Peeky was too busy snooping around to notice that his clothes

were unravelling. Although it did occur to him that the ride in Santa's sleigh seemed to be getting breezier.

Even as the last of the toys were being delivered, Peeky scampered about, prying his nose into every package as eagerly as he had all night. When he was through, he scampered up the chimney, tired, but satisfied that he had peeked at every boy's and girl's toys.

On the way back to the North Pole, Peeky slept in the empty toy sack. What he didn't know was that Santa had tricked him!

You see, Peeky had a job to do just like all of Santa's helpers. Only he didn't know it. His job was to put on the ribbons of the packages each year.

So, when you open your presents, save the ribbons if you can. Put them someplace easy to find. Because when Peeky discovers his clothes have unraveled, he may come to your house looking for his thread.

ILLUSTRATIONS FOR "PEEKY, THE CURIOUS ELF" (adapted)

A VISIT FROM SAINT NICHOLAS

by Clement C. Moore

Twas the night before Christmas, when all through the house
Not a creature was stirring, not even a mouse;
The stockings were hung by the chimney with care,
In hopes that Saint Nicholas soon would be there;

The children were nestled all snug in their beds,
While visions of sugar-plums danced in their heads;
And mama in her kerchief, and I in my cap,
Had just settled our brains for a long winter's nap---

When out on the lawn there arose such a clatter,
I sprang from my bed to see what was the matter.
Away to the window I flew like a flash,
Tore open the shutters and threw up the sash.

The moon on the breast of the new-fallen snow
Gave a lustre of midday to objects below;
When what to my wondering eyes should appear,
But a miniature sleigh and eight tiny reindeer,

With a little old driver, so lively and quick
I knew in a moment it must be Saint Nick!
More rapid than eagles his coursers they came,
And he whistled and shouted and called them by name:

'Now, Dasher! now, Dancer! now, Prancer and Vixen!
On, Comet! on, Cupid! on, Donder and Blitzen!
To the top of the porch, to the top of the wall!
Now dash away, dash away, dash away all!"

As dry leaves that before the wild hurricane fly,
When they meet with an obstacle, mount to the sky,
So up to the house-top the coursers they flew,
With a sleigh full of toys---and Saint Nicholas, too.

And then in a twinkling I heard on the roof
The prancing and pawing of each little hoof.
As I drew in my head, and was turning around,
Down the chimney Saint Nicholas came with a bound.

He was dressed all in fur from his head to his foot,
And his clothes were all tarnished with ashes and soot;
A bundle of toys he had flung on his back,
And he looked like a peddler just opening his pack.

His eyes, how they twinkled! his dimples, how merry!
His cheeks were like roses, his nose like a cherry;
His droll little mouth was drawn up like a bow,
And the beard on his chin was as white as the snow.

The stump of a pipe he held tight in his teeth,
And the smoke it encircled his head like a wreath.
He had a broad face and a little round belly
That shook, when he laughed, like a bowl full of jelly.

He was chubby and plump---a right jolly old elf;
And I laughed, when I saw him, in spite of myself.
A wink of his eye and a twist of his head
Soon gave me to know I had nothing to dread.

He spoke not a word, but went straight to his work,
And filled all the stockings; then turned with a jerk,
And laying his finger aside of his nose,
And giving a nod, up the chimney he rose.

He sprang in his sleigh, to his team gave a whistle,
And away they all flew like the down of a thistle;
But I heard him exclaim, ere he drove out of sight:
"Happy Christmas to all, and to all a good-night!"

THE ROLLAWAY SNOWBALL *

One day at the top of a

, a little boy was rolling a snowball . Then the started rolling down the . It ran into a and gathered up his . It ran into a and gathered up his . It ran into a and gathered up the . It ran into a and it gathered up his . It ran into a , and it gathered up her and her . At the bottom of the hill, the snowball hit a bump .

And guess what's happened....

* A Captain Kangaroo Play Together Page. By permission of McCall's Magazine.

SANTA'S NOISY CHRISTMAS EVE: A Sound Effects Skit *

Hand out the sound effects to children, making sure that they sit in order and know their numbers and how to operate their sound effects.

Read the story aloud. Whenever you reach a sound effect (indicated by the number in parentheses), point to the appropriate child to make his sound.

Sound Effects:

1. Beat on drum
2. Blow shrill whistle
3. Ring bells
4. Rub sandpaper blocks together
5. Claps blocks of wood together
6. Sing through hummer or kazoo
7. Strike two heavy lids together

NARRATOR: It was a snowy, blowy Christmas Eve (1-roll, 2). Santa was just about finished with his rounds. His reindeer landed on the last roof with a great jingling of bells (3-loud). Santa jumped from his sleigh and squeezed down the chimney (4), landing softly on the floor (5). Reaching into the bottom of his almost-empty pack, Santa hummed (6) a tune as he decorated the tree and filled the stockings. The clock on the mantel struck two (7) as he put the last ornament in place. Then Santa began stacking presents under the tree (6-several times).

As he finished and stood back to survey his work proudly, he noticed that an ornament was slipping from a branch (4-slowly). He lunged frantically for it but he missed, and it crashed to the floor (7). In his hurry, Santa knocked over the beautifully wrapped presents that he had arranged so carefully (all loudly). Then, horrors! A brightly-painted Jack-in-the-box popped out with a grin (2-scaling up). A toy airplane started zooming around the room (6-up and

* Mrs. Ainsworth and Girl Scout Troop 168, Walnut Creek, California. In PACK O' FUN, December, 1961, p. 13.

down), just as a bowling ball bumped over some small things that had fallen (1-bumps). A baby doll, still smiling sweetly, tumbled to the floor, loudly calling for her "Mama" (6).

Reaching quickly for her, Santa stumbled across a rocking horse, which started to rock frantically with its bells jingle-jangling (3). A large rubber ball, carefully balanced on the horse's saddle, slid off and began bouncing merrily around the room (1). It struck a tall pile of blocks, crashing them loudly to the floor (all sounds). A toy engine, beneath the blocks, began to whistle shrilly (2), as a block hit its switch, and it raced around and around on its track.

As the wind outside got louder and louder (6), the shutters began to bang (1), the windows rattled (5), and the rafters creaked (2). What a bedlam! Santa groaned (6), as he could hear his reindeer up on the roof prancing lightly (5) and jingling their bells (3).

"Oh, dear!" sighed Santa scratching his head (4). "Why does everything happen to me at once?" He scurried around the room, picking up things and putting them back in their boxes. Just as the clock struck three (7), many pairs of feet began running down the stairs (5), so hastily squeezing up the chimney (4), he jumped into his sleigh and away he flew. Through the noise of jingling bells (3), crashing storm (1-roll) and whistling wind (2), you could hear him exclaim as he drove out of sight, "Christmas is fun, but oh! what a night!" (all)

TEACHING MATERIALS AND CRAFTS

Santa Claus Hand Puppet 197

Calendar Pictures 203

Thermometer 209

Speech Bingo Game 210

Christmas Card Peep Show 217

Gifts That Can Be Easily Made 218

A Letter From Santa Claus 220

Door Decorating Contest 220

Flannelboard Patterns 221

Jumping Jack 223

Dancing Santa 225

Cut-Out Cookies 227

Worksheets

- Follow the Dots 233
- Color by Symbol 237
- Matching Clothes 239
- Matching Things 241
- Boy and Girl to Color 245
- Shapes 253

SANTA CLAUS HAND PUPPET *

(pattern pieces from following pages, size #2 brown paper bag)

Directions: Cut out all the parts.

Paste mouth section to front of a #2 brown paper bag. Make sure to paste the top section only, leaving the lower beard free from the bag.

Slide body section under beard and paste.

Paste arms to sides of bag.

Fold the bottom of bag down to cover the mouth section. Paste head section to bottom, making sure to cover mouth and to match the upper and lower beards.

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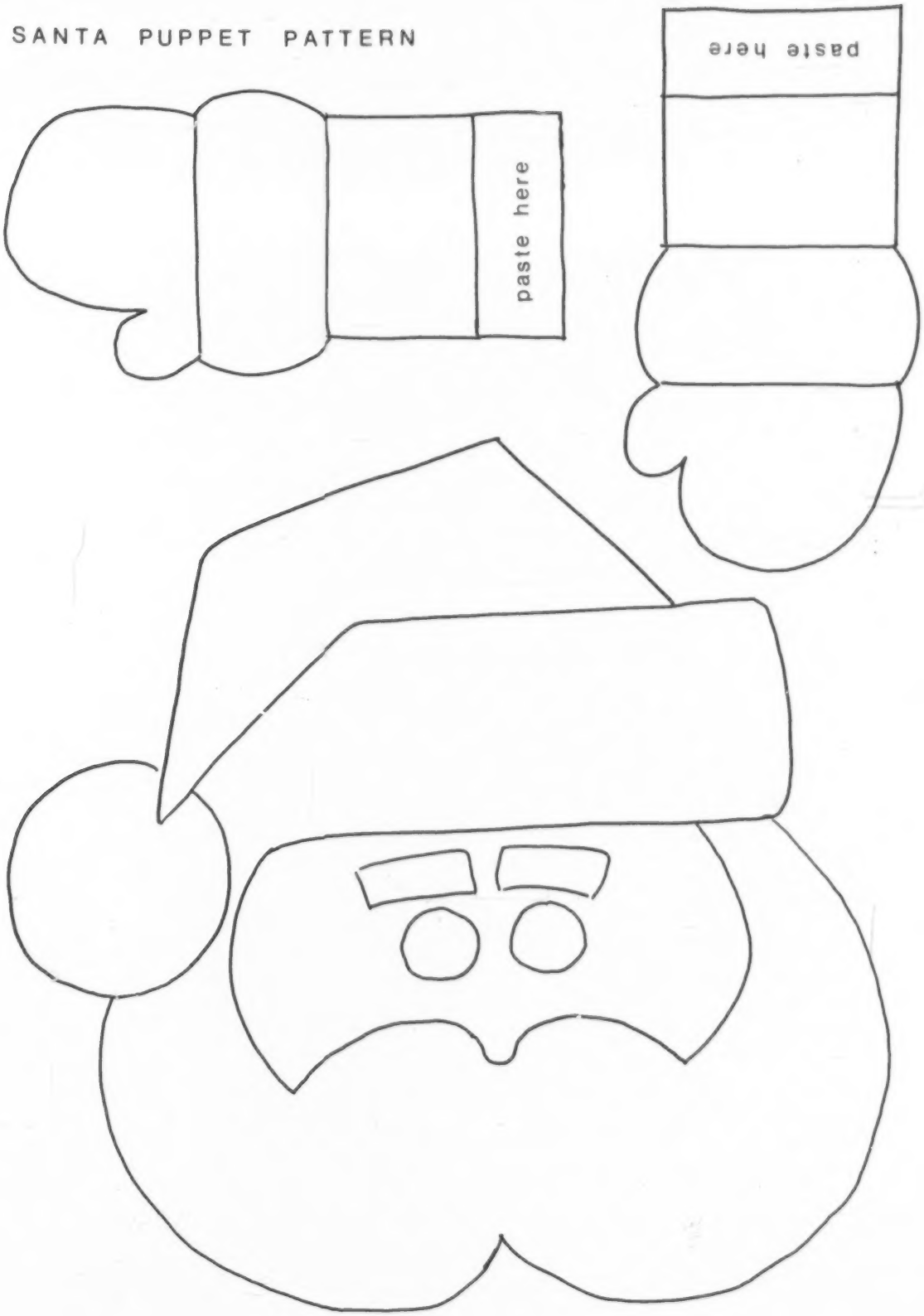
SANTA PUPPET PATTERN



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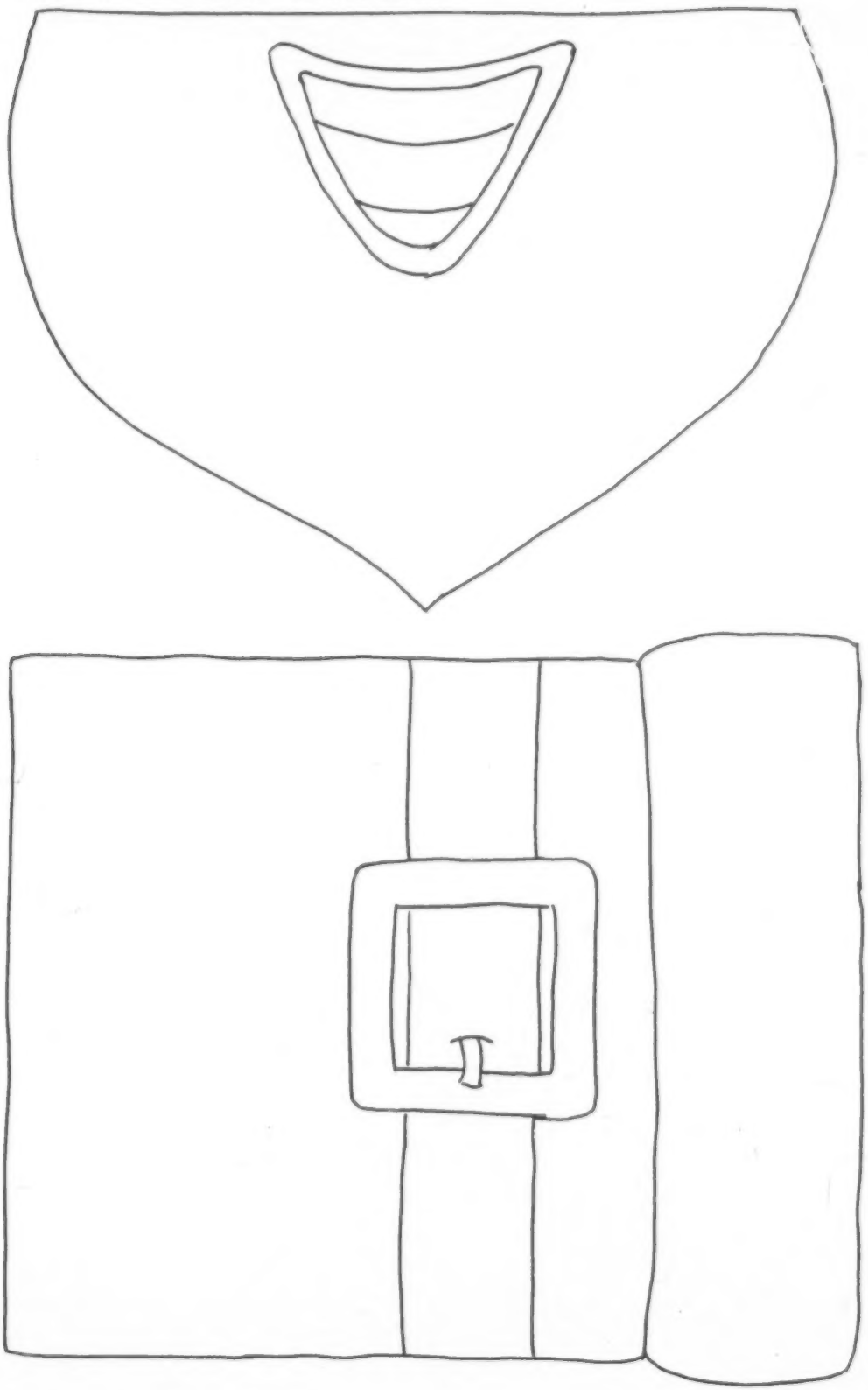
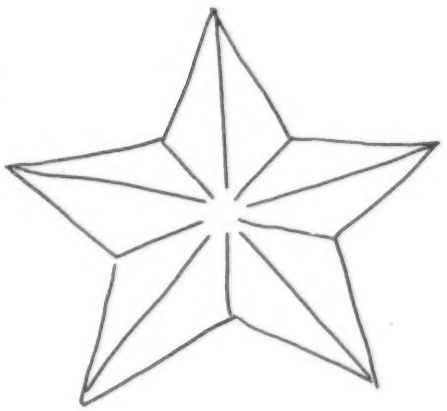
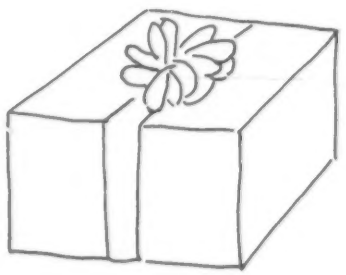
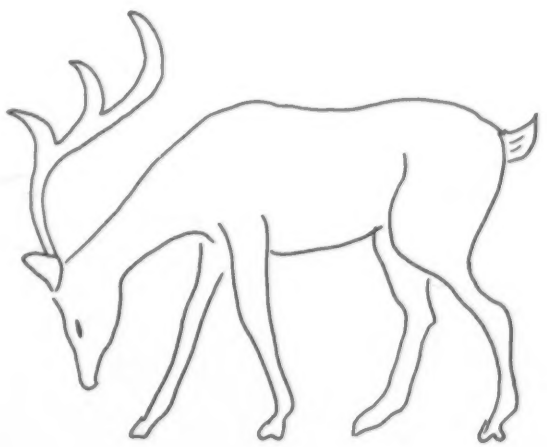


CALENDAR PICTURES







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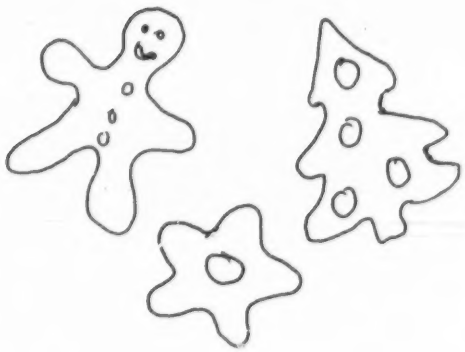
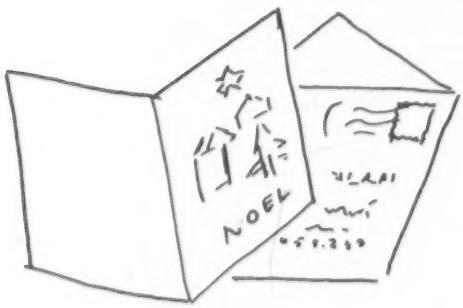
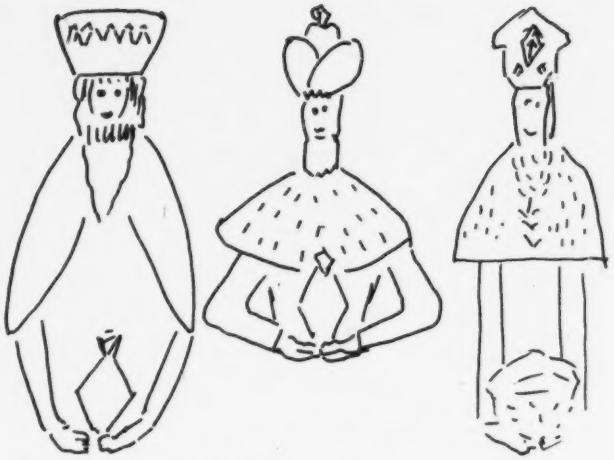
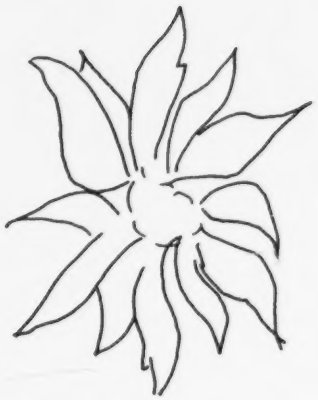
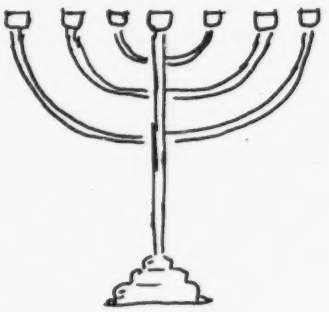


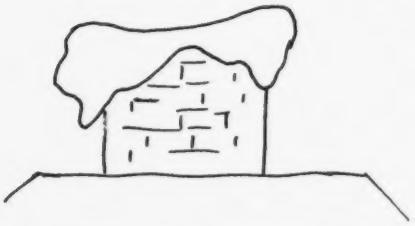


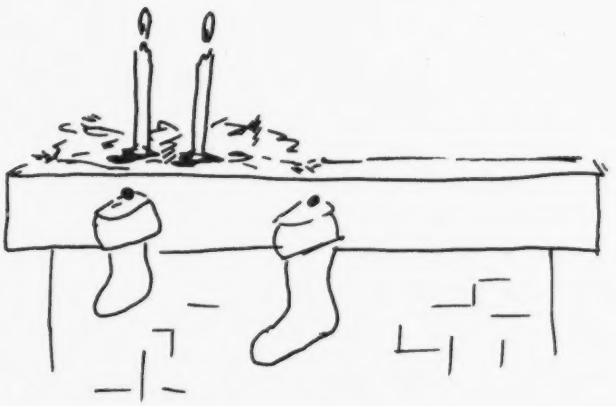
EXTRA WINTER FESTIVAL PICTURES











THERMOMETER

(white poster board, 4" x 12"; black and red marking pens; about 24" of 1/4" elastic)

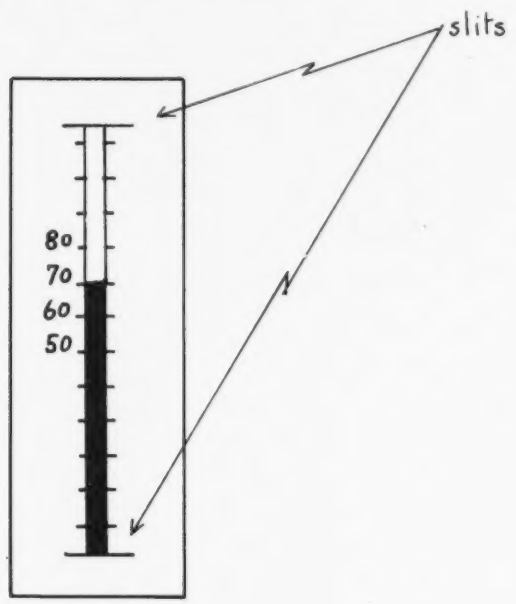
Directions:

Pencil in lightly a vertical guideline in the center of the board. Mark off degree lines across it in black, indicating as many degrees as you wish. You may want to range from -20° to 120°.

Cut slits at top and bottom of the line.

Color one-half of the length of elastic in red. Pass it through the slits, and staple the ends together in back, red end down.

Pull the elastic loop up and down to "read" any temperature.



SPEECH BINGO GAME

(Bingo sheets, tokens, number-calling cards)

Preparations: On the following pages are patterns for making Speech Bingo Games. Select a sheet with headings appropriate for the unit you are teaching. Duplicate this master sheet.

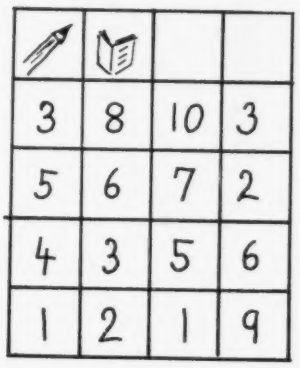
Using one sheet for each child, fill in the squares with numbers. The numbers may be varied to meet the abilities of each individual class. For the Trainable and Primary classes, they would probably range from 1 to 10, but may be selected to stress any teaching goals. Make each sheet different, so that no two children have identical cards.

Prepare for yourself a deck of cards with similar headings and numbers.

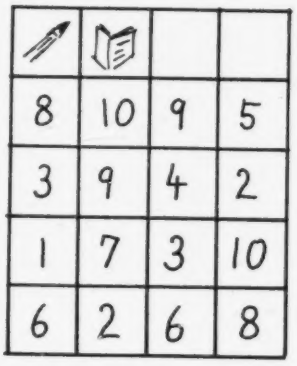
Directions: To play the game, pass out sheets to the class. From your prepared deck of cards, call out a number, such as, "Under pencil, number 5. Under book number 2." Anyone with the number called under the correct object on his card marks the spot with a token.

When a student's card is filled, he is to say "Bingo." He must then repeat aloud the winning numbers. The game can be simplified by asking that only one column be filled.

If the children are able, they may take turns being callers.



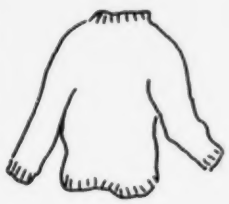
3	8	10	3
5	6	7	2
4	3	5	6
1	2	1	9



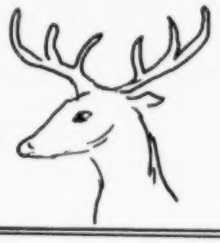
8	10	9	5
3	9	4	2
1	7	3	10
6	2	6	8

SCHOOL SPEECH BINGO

CLOTHES SPEECH BINGO

HOLIDAY SPEECH BINGO

CHRISTMAS CARD PEEP SHOW

(1 shoe box with lid per child, old Christmas cards, Scotch tape, scissors, construction paper, glue)

Directions:

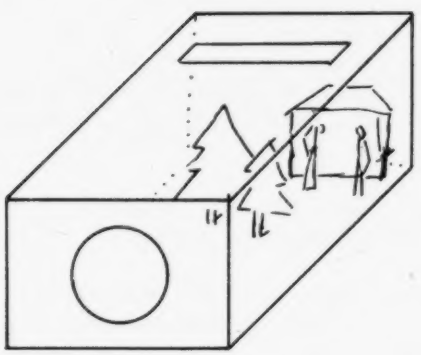
Cut a hole at least 2 inches in diameter at one end of the box.

Cut out figures, animals, and objects from old Christmas cards.

Using two pieces of Scotch tape, fasten the cut-outs near the closed end of the box, making sure that the pictures face the hole and arranging them partly in front of one another to give a three dimensional effect.

Replace the lid down and cut a slit over the scene to illuminate it.

Tape the lid down and cover the entire box with construction paper, leaving the holes open and uncovered.



GIFTS THAT CAN BE EASILY MADE*

Pincushion (plastic hairspray lid or similar small container, Brillo pad, piece of fabric, glue)

Cover pad smoothly with the cloth and glue to inside of lid. Decorate edge of lid.

Paper Weight (smooth rounded stone, paint, felt)

Decorate stone any way. Cut and glue a piece of felt to the bottom to protect the table.

Bib Clip (2 snap clothespins, paint, gay ribbon)

Paint clothespins and tie them on the ends of a ribbon.

Knife Rack (empty thread spools, thin board, strong glue, paint)

Glue empty thread spools side by side to a thin board, then paint board. The knives stand between the spools.

Bird Feeder (small plastic bottle as from liquid dishwashing soap, 2 foil plates, two-pronged paper fasteners, heavy string)

Cut three small holes at the base of the bottle and attach a plate for feeding tray with paper fasteners. In center of second plate, cut a hole just large enough to fit over the neck of the bottle. Remove cap, and slip on plate upside down for shelter. Knot a heavy string through the cap with a loop at top to hang the feeder. Container can be filled with oatmeal or birdseed through the top.

Napkin Rings (colored felt pieces 6" x 2", pinking shears, buttons, needle and thread)

Trim edges of felt strips with pinking shears. Sew a button on one end and cut a buttonhole in the other end.

Cuff Links (4 matching shiny shank buttons, 2 paper clips)

Fasten 2 buttons on either end of each paper clip.

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Bath Salts (Epsom salts, bottle of cologne, food coloring, decorative glass jars, ribbon)

Mix a few drops of cologne with a package of Epsom salts. Add 4 or 5 drops of food coloring - red, green, or yellow. Mix well. Package in a glass jar and decorate.

Recipe Clips (colored felt pieces, glue, spring-type hair clips, recipe cards)

Cut small flowers from felt and glue to the tops of 2 clips. Snap the clips on opposite corner of a card on which you have printed neatly: THESE WILL KEEP YOUR RECIPES HANDY.

Pull-Toy for a Pet (3 old nylon stockings)

Tie the nylon stockings together firmly about three inches above the toes. Braid the stockings all the way to the tops together. Make a knot or two in the length of the braid to provide an additional place for your pet to hang on.

A LETTER FROM SANTA CLAUS *

Write a letter to the children in your class and sign it from "Santa Claus." Make the letter festive with colored pencils and pictures, especially for the younger or slower children.

Place your letter in an envelope and address it appropriately to the class. Stamp with an AIRMAIL stamp.

Then place this envelope (with the enclosed letter "from Santa Claus") in a separate envelope. This you mail to:

Pan American Airways
511 2nd Avenue
Fairbanks, Alaska 99705

The letter must arrive in Alaska no later than December 13.

The letter to the class will be removed. It will be postmarked "North Pole" and airmailed back.

The children's eyes will widen with delight when the mail brings them a letter from Santa Claus which has been postmarked at the North Pole.

DOOR DECORATING CONTEST

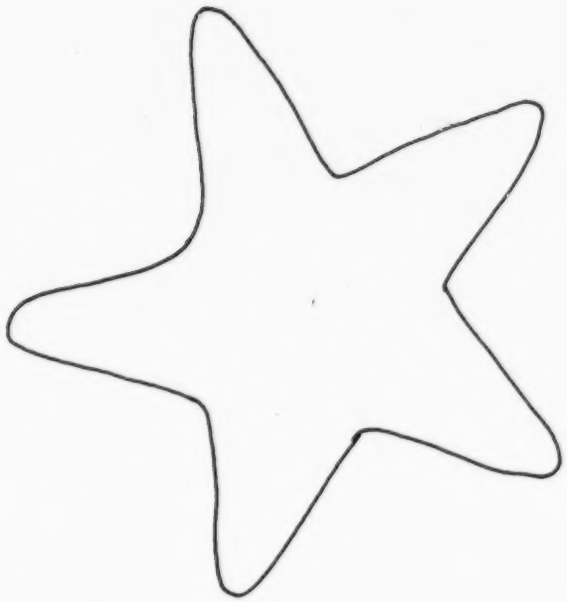
Have each classroom choose their favorite holiday aspect and decorate their door.

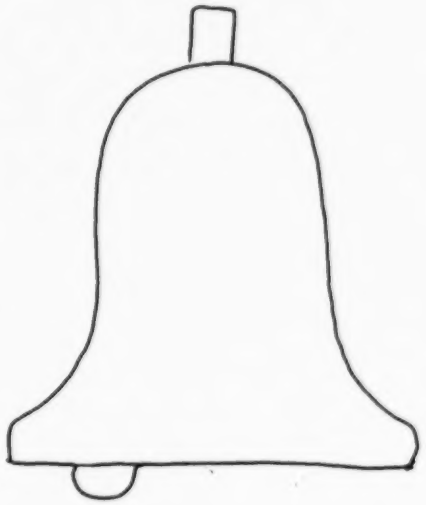
A "prize committee" consisting of one child from each room could make awards for the most beautiful, original, colorful, humorous design. There should be enough categories so that each door receives a prize.

Design Ideas: Trees and stars; a favorite carol; a large picture of Santa; squares of wrapping paper with glued-on ribbons to make a design of presents; characters from a favorite story; collage of large paper snowflakes; candles and evergreens; figures of children gathered to sing.

* Adapted by permission from WONDERFUL WORLD FOR CHILDREN by Peter Cardoza. N.Y.: Bantam Books, 1962. pp. 174-75

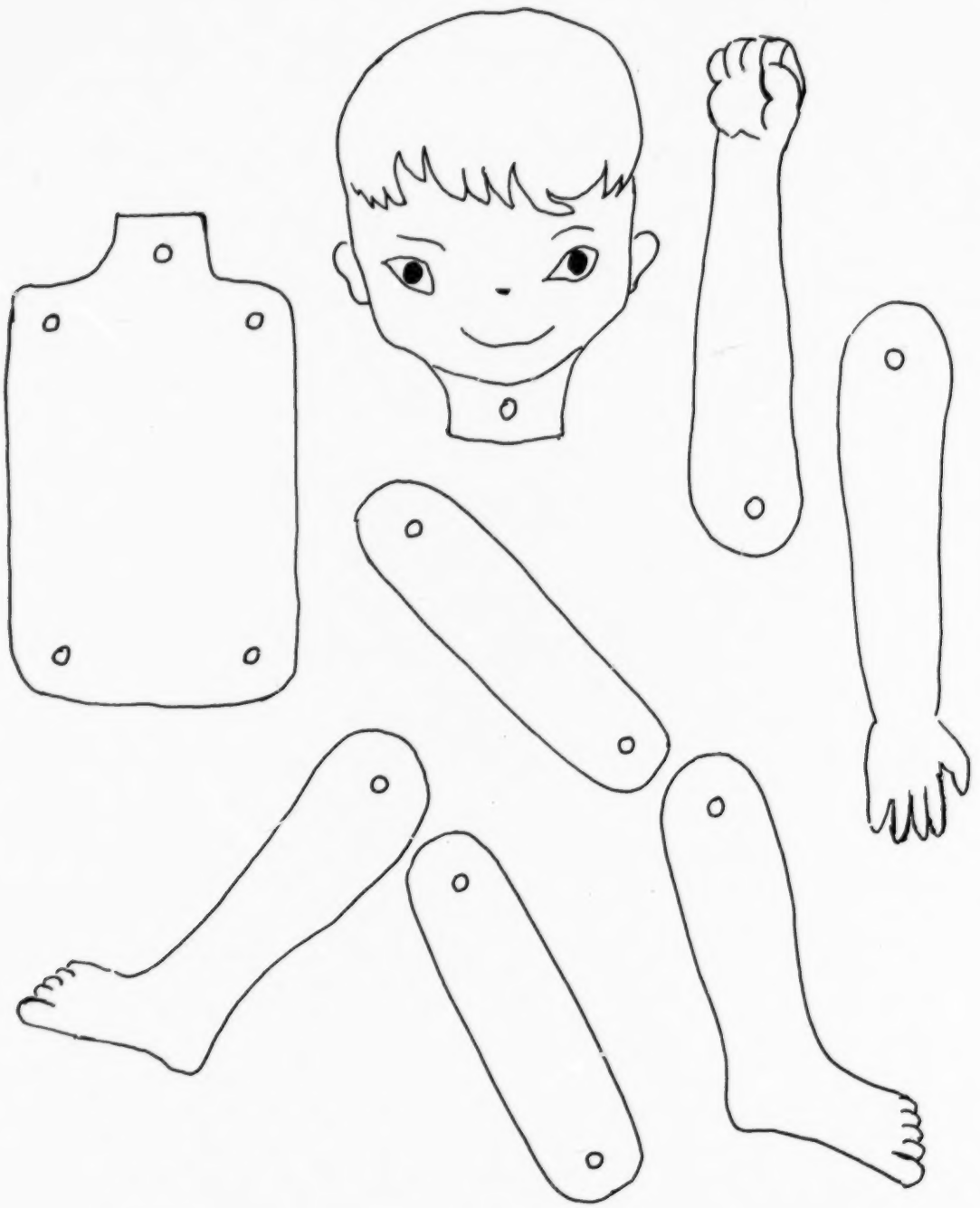
FLANNELBOARD PATTERNS





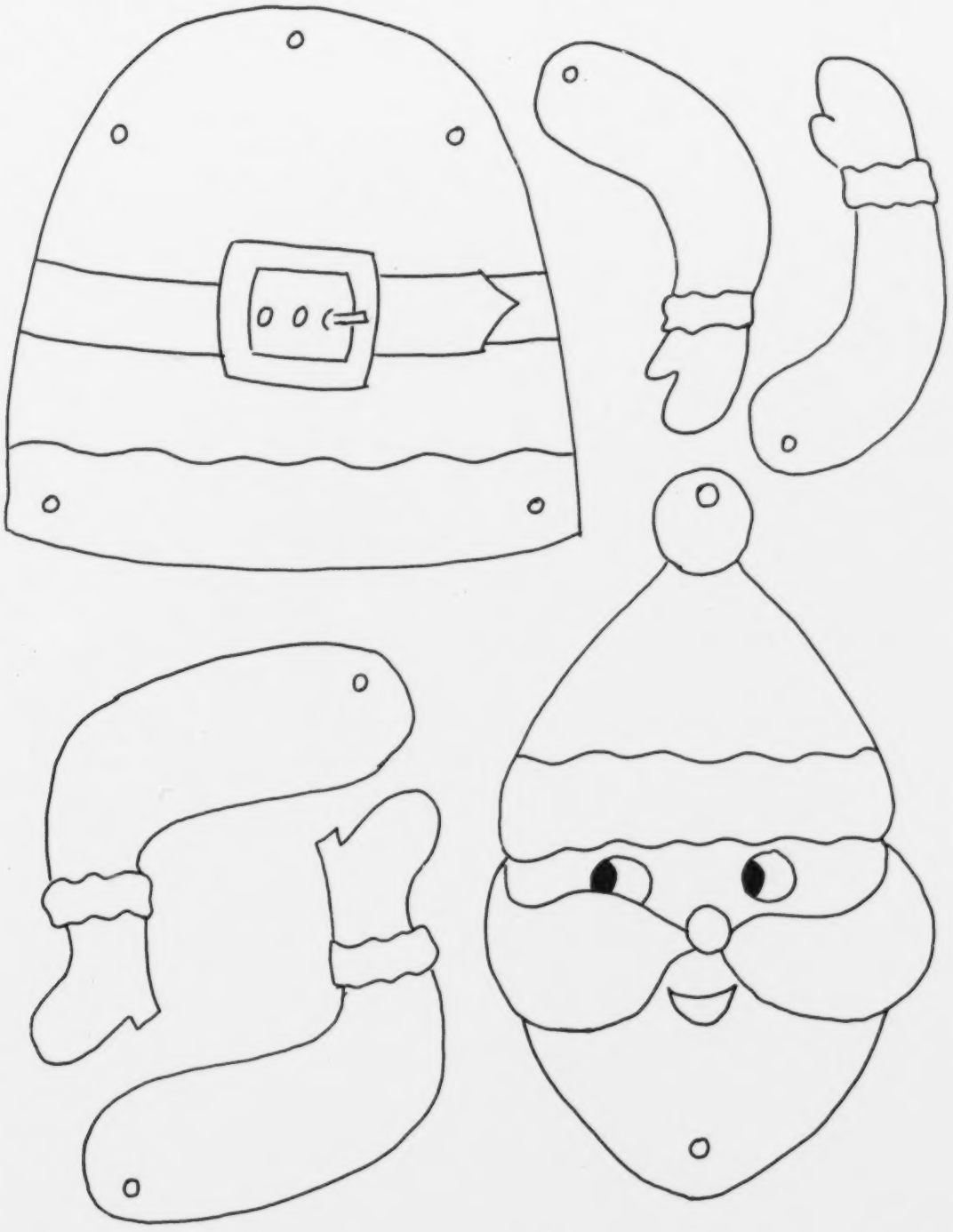
JUMPING JACK

Color, cut out, and fasten with paper fasteners.



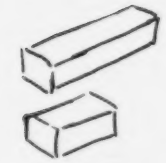
DANCING SANTA

Color, cut out, and fasten with paper fasteners.



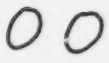
CUT-OUT COOKIES*

You need:



1 ½ stick margarine

1 cup sugar



2 eggs

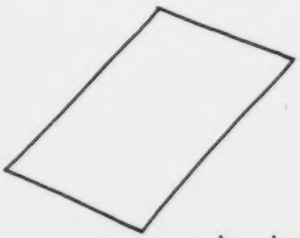
1 teaspoon vanilla

2 ½ cup flour

1 teaspoon baking powder

1 teaspoon salt

bowl



cookie sheet

rolling pin

cookie cutters

* Adapted from BETTY CROCKER"S COOKY BOOK, copyright 1963, by permission of General Mills.

Make the cookies:

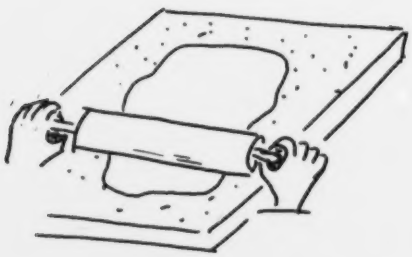
MIX margarine
sugar
eggs
vanilla

BLEND IN flour
baking powder
salt

CHILL 1 hour

HEAT OVEN

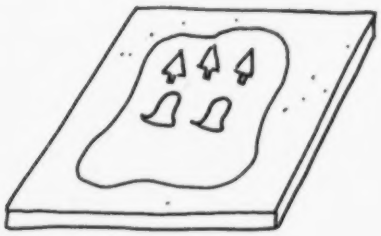
MAKE 3 BALLS OF DOUGH

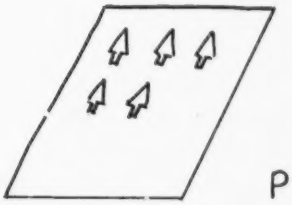


FLOUR BOARD

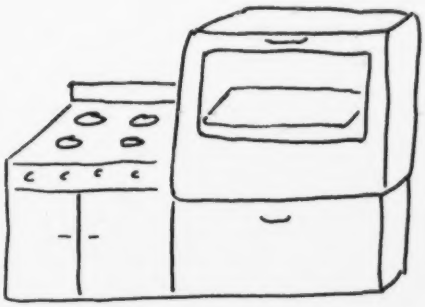
ROLL DOUGH

CUT WITH FLOURED
COOKIE CUTTERS





PUT ON UNGREASED COOKIE SHEET

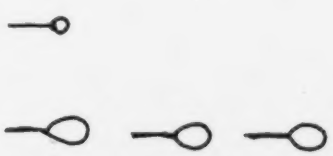


BAKE IN OVEN
6 TO 8 MINUTES

COOL, FROST AND DECORATE

<u>For the frosting</u>:

MIX

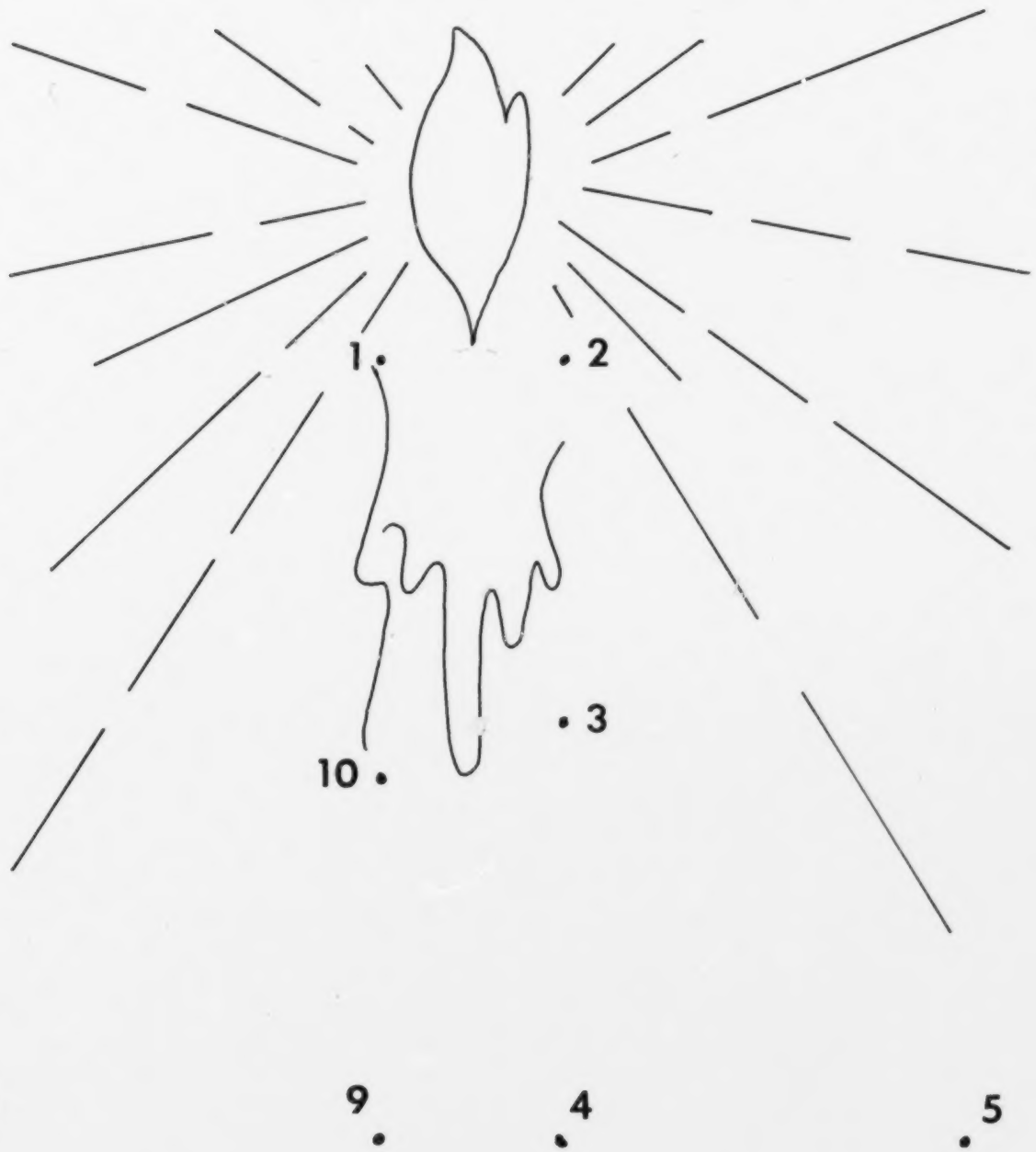


3 cups powdered sugar

½ teaspoon vanilla

3 tablespoons milk

FOLLOW THE DOTS



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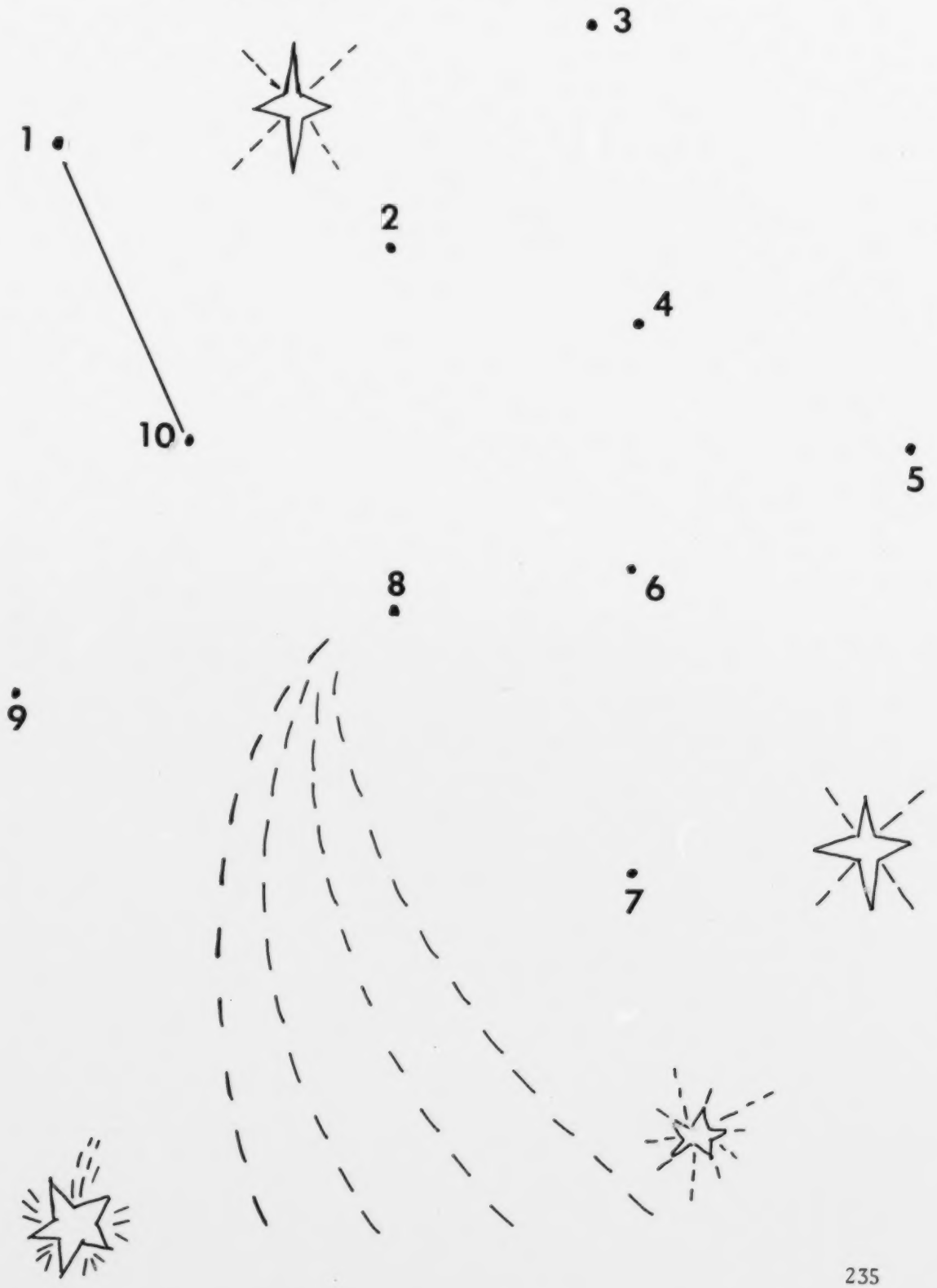
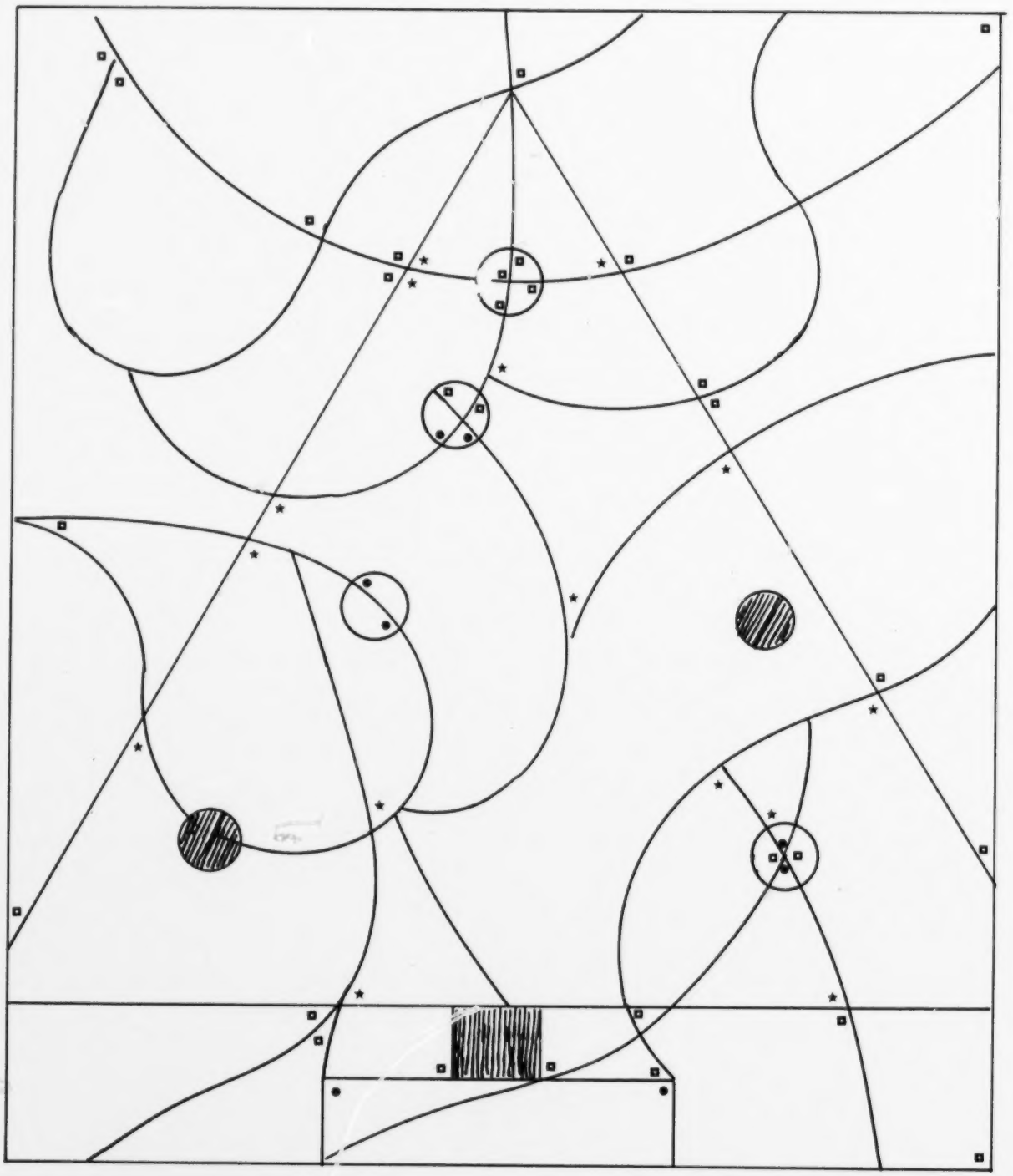


COLOR BY SYMBOL

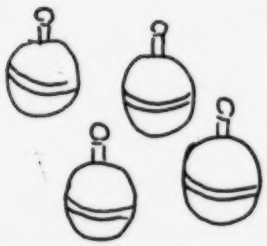
▫ Yellow
★ Green
● Red

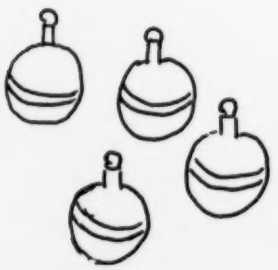


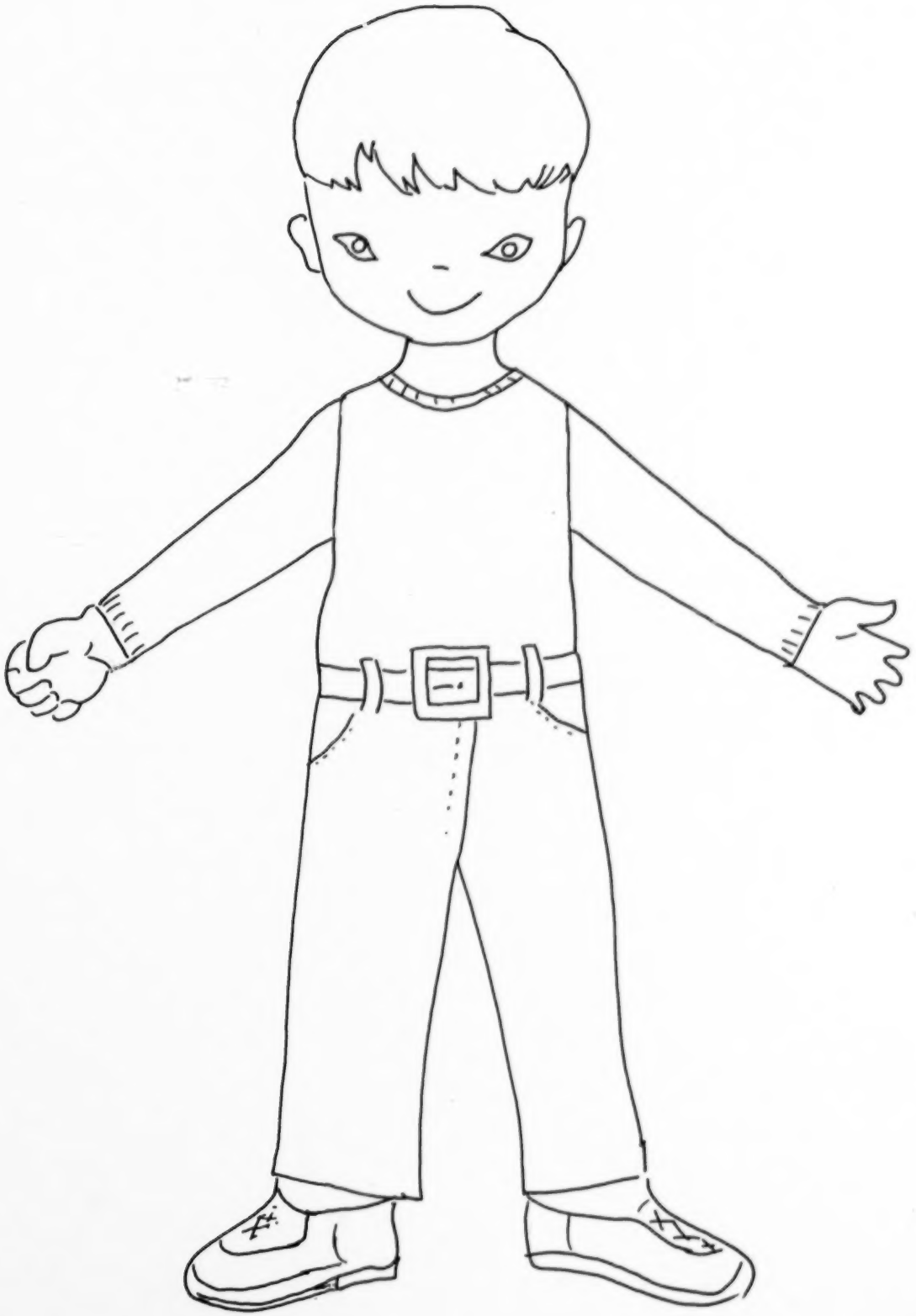
MATCHING CLOTHES

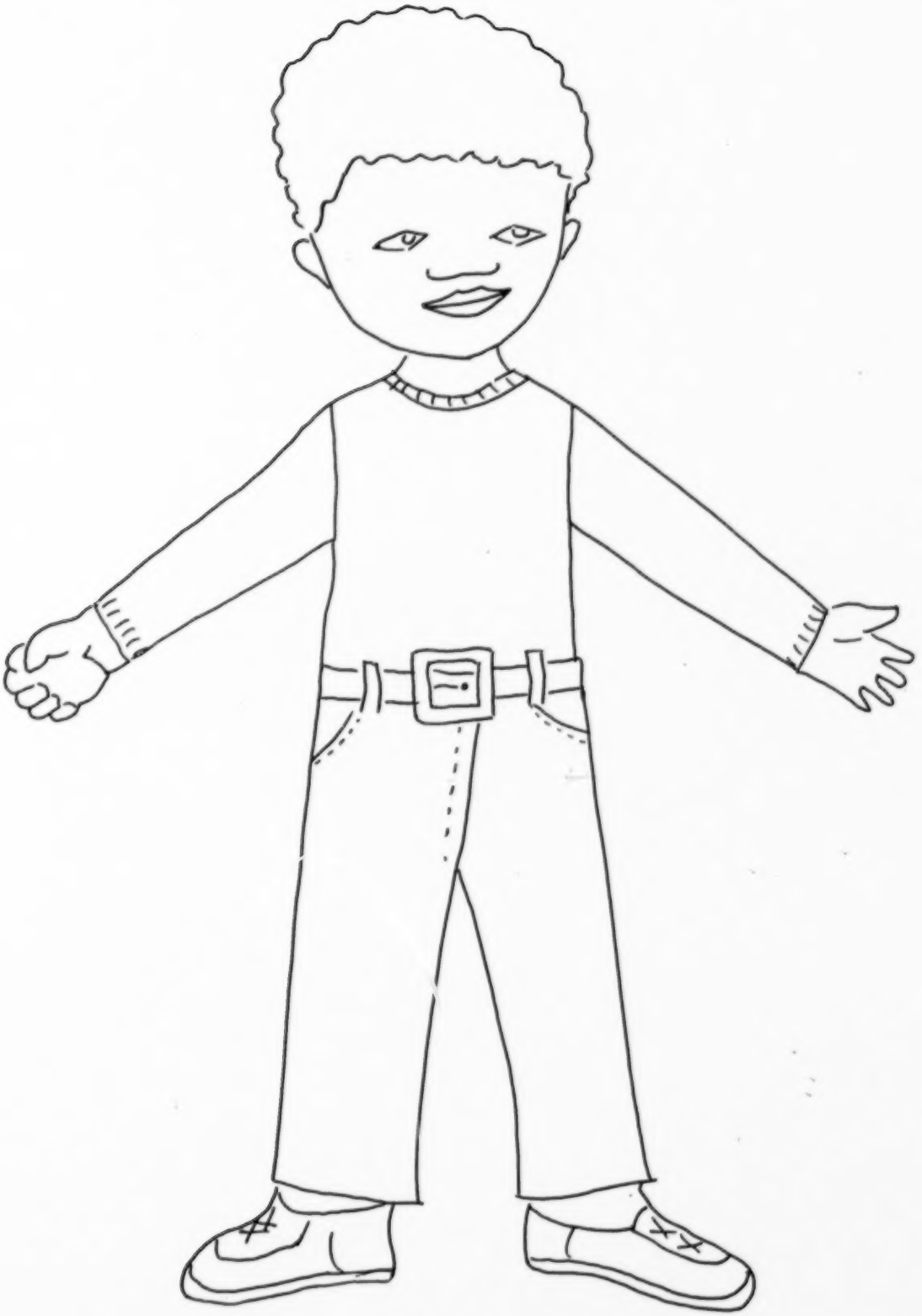
MATCHING THINGS 1

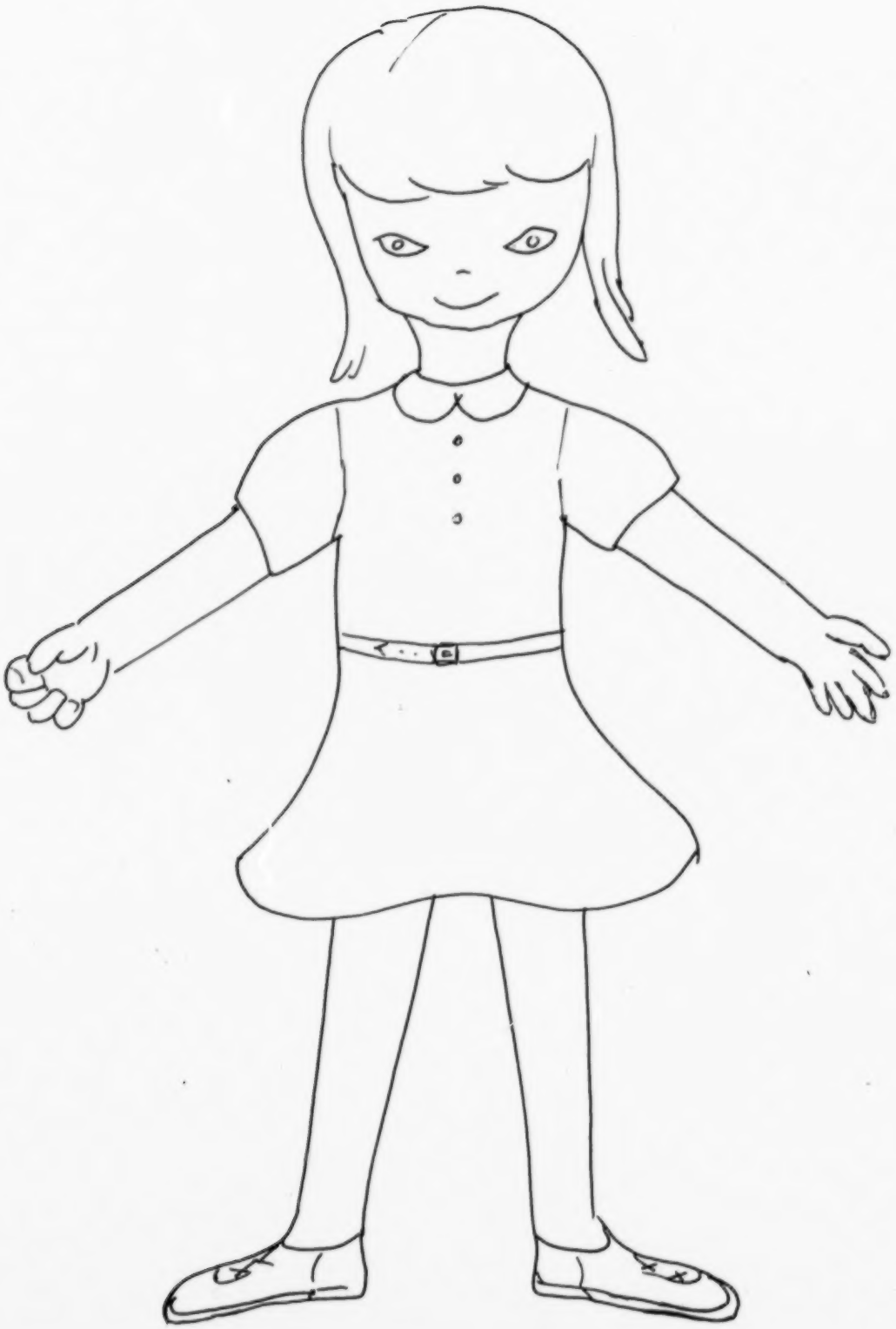
MATCHING THINGS 2



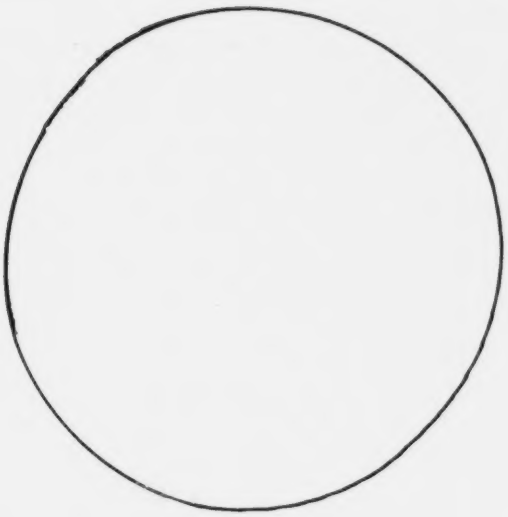


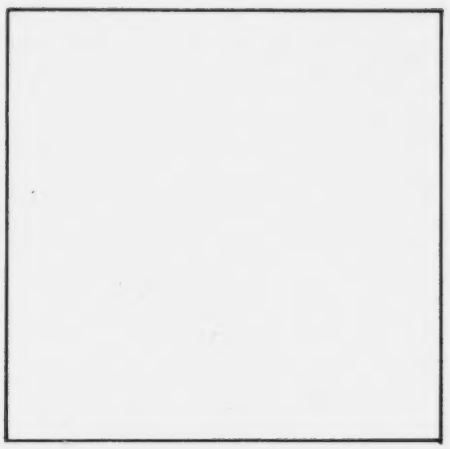


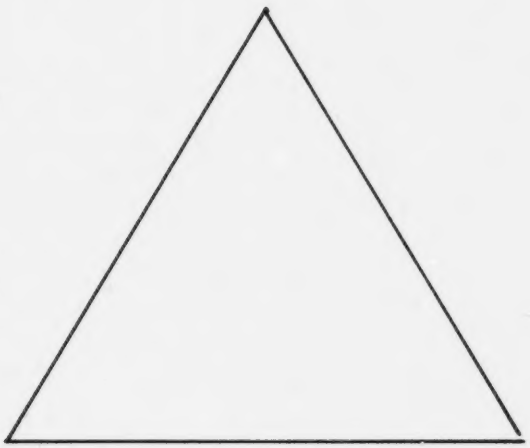




SHAPES







V. REFERENCE BOOKS AND MATERIALS

REFERENCE BOOKS AND MATERIALS

GENERAL CRAFT AND HOLIDAY IDEAS

Ackley, Edith F. *Holiday Cards for You to Make.* N.Y.: Frederick A. Stokes Co., 1940.

Amsbary, George S. ed. *Holidays and Customs:* Vol. 5 of *Childcraft.* Chicago: Field Enterprises Educational Corp., 1964.

Anderson, Mildred. *Papier Mache and How to Use it.* N.Y.: Sterling Publishing Co., 1965.

Bank-Jenson Thea. *Play with Paper.* Macmillan Co., N.Y.: 1962.

Better Homes & Gardens Christmas Ideas for 1965. Des Moines, Iowa: Meredith Corp., 1965.

Betty Crocker's Cooky Book. Western Publishing Co., 1963.

Burnett, Bernice. *First Book of Holidays.* N.Y.: Franklin Watts, 1955.

Cardoza, Peter. *A Wonderful World for Children.* 4th ed. N.Y.: Bantam Books, 1962.

Carlson, Bernice W. *Make It and Use It.* N.Y.: Abingdon Press, 1958.

Crandall, Lou. *Told Under the Christmas Tree: A Collection of Christmas Stories, Poems, and Legends.* N.Y.: Grosset and Dunlap, 1941.

D'Amato, Janet and Alex. *Fun Activities Till Christmas.* Racine, Wis.: Whitman Division, Western Publishing Co., 1968.

Fisher, Margaret, et. al. *Christmas in Many Lands.* Information Classroom Picture, Publishers, Inc., 1959.

Foley, Daniel. *The Christmas Tree.* Philadelphia and N.Y.: Chilton Co., 1960.

Foley, Daniel. *Christmas The World Over.* Philadelphia and N.Y.: Chilton Books, 1963

Gardner, Horace J. *Let's Celebrate Christmas.* N.Y.: Ronald Press Co., 1940.

Grayson, Marion. *Let's Do Fingerplays.* Washington: Robert B. Luce, 1962.

Hottes, Alfred C. *1001 Christmas Facts & Fancies.* N.Y.: A.T. De La Mare Co., 1938.

Hughes, Toni. *Toni Hughes Book of Party Favors and Decorations.* N.Y.: E. P. Dutton and Co., 1960.

Jack and Jill's Christmas Annual. 1968. Philadelphia: Curtis Co., 1968.

Johnson, Lillian. *Papier-Mache.* N.Y.: David McKay Co., 1958.

Leeming, Joseph. *Fun With Greeting Cards.* Philadelphia and N.Y.: J. B. Lippincott Co., 1960.

Nagle, Avery and Joseph Leeming. *Fun With Naturecraft.* Philadelphia and N.Y.: J. B. Lippincott Co., 1964.

Peter, John, ed. *McCall's Giant Make-It Book.* N.Y.: Golden Press, 1953.

Purdy, Susan. *Holiday Cards for You to Make.* Philadelphia and N.Y.: J. B. Lippincott Co., 1967.

Purdy, Susan. *Christmas Decorations for You to Make.* Philadelphia and N.Y.: J. B. Lippincott Co., 1965.

Schegger, T. M. *Make Your Own Mobiles.* N.Y.: Sterling Pub. Co., 1965.

Simmons, A. G. *The Christmas Book.* N.Y.: Boardman Pub., 1961.

Tudor, Tasha. *Take Joy.* Cleveland and N.Y.: World Pub. Co., 1966.

Waltner, Willard and Elma. *Holiday Hobbycraft.* N.Y.: Lantern Press, 1964.

Weisinger, Mort. *1001 Valuable Things You Can Get Free.* N.Y.: Bantam Books, 1964.

Wilson, Dorothy. *The First Book of Christmas Joy.* N.Y.: Franklin Watts, 1961.

Zarchy, Harry. *Mobiles.* Cleveland and N.Y.: World Pub. Co., 1966.

CHRISTMAS STORYBOOKS

The following stories have been reviewed and found suitable for use at the Trainable and Primary levels.

Baker, Laura Nelson. *The Friendly Beasts*. Parnassus Press, 1957.

Good illustrations. Story of the friendly beasts, followed by the song. Good introduction for teaching the song.

Barry, Robert. *Mr. Willowby's Christmas Tree*. N.Y.: McGraw-Hill Book Co., 1963.

Poetry. Good for preparations, getting a tree.

Battaglia, Aurelius. *The Reindeer Book*. N.Y.: Golden Press, 1965.

Large colorful illustrations about Santa's home and his job.

Blough, Glenn. *Christmas Trees and How They Grow*. N.Y.: McGraw-Hill Book Co., 1961.

Brown, Margaret Wise. *The Little Fir Tree*. N.Y.: Crowell, 1954.

The little tree which is selected for a Christmas tree. Includes English version of the song "O Tannenbaum."

Brustlein, Janice. *Little Bear's Christmas*. N.Y.: Lothrup, Lee, and Shepard Co., 1964.

Colorful. Discusses why Little Bear didn't know about Christmas. Hibernation.

Clifford, Eth. *The Year of the Second Christmas*. Indianapolis: Bobbs-Merrill Co., 1959.

Delightful rhyming story about a mischievous elf. Large, colorful pictures. To read orally and share pictures.

Collyer, Barbara and Foley, John. *Christmas in the Country*. N.Y.: Simon and Schuster, 1950.

Crimmins, James. *Nicholas, The Boy Who Wanted to be Santa Claus*. Philadelphia: J.B. Lippincott Co., 1962.

Cute and entertaining. Good for reading orally.

Duvoisin, Roger. *One Thousand Christmas Beards*. N.Y.: Alfred A. Knopf, 1955.

Large, colorful illustrations. Explains why we need so many Santas.

Flora, James. *Kangaroo for Christmas*. N.Y.: Harcourt, Brace and World, 1962.

Humorous adventures. Excellent detailed illustrations.

Geisel, Theodore (Dr. Seuss). *How the Grinch Stole Christmas*. N.Y.: Random House, 1957.

A perennial favorite.

Hazen, Barbara. *Rudolph the Red-Nosed Reindeer*. N.Y.: Golden Press, 1958.

Adapted from the story by Robert May.

Higgins, Joanne P. and Rorem, Jan. *Christmas Zoo*. (No publishing information)

Very simple, large illustrations. Zoo animals getting ready for Christmas. Rhymes.

Kaufman, Joe. *The Christmas Tree Book*. N.Y.: Golden Press, 1966.

Large colorful illustrations depicting preparations for Christmas, including picking out a tree, decorations.

_____. *The Snowman Book*. N.Y. Golden Press, 1965.

Large, colorful illustrations of articles to use in the snow. Excellent for vocabulary.

Konkle, Janet. *The Christmas Kitten*. Chicago: Children's Press, 1953.

Black and white photographs with simple narrative. Could be used with a discussion of pets.

McGinley, Phyllis. *The Year Without a Santa Claus*. Philadelphia: J.B. Lippincott Co., 1956.

Colorful rhyming story. Delightful illustrations. Good for oral reading.

Martin, Bill and Martin, Bernard. *Christmas Puppy*. 1949. (No further information)

Delightful story of Santa's job. Excellent, large, colorful illustrations.

Meigs, Cornelia and Lenski, Lois, illustrator. *Mother Makes Christmas*. N.Y.: Grosset and Dunlap, 1940.

Good action pictures.

Nussbaumer, Paul. *Away in a Manger: A Story of the Nativity.* N.Y.: Harcourt, Brace and World, 1965.

Beautifully illustrated. Simply told. Could be used for vocabulary words.

Peters, John P. *The Animals' Christmas Tree.* N.Y.: Henry Z. Walck, 1962.

Cute illustrations.

Scarry, Richard. *The Santa Claus Book.* N.Y.: Golden Press, 1965.

Large, colorful illustrations of articles found under the Christmas tree after Santa's visit.

Seignobosc, Francoise (Francoise). *Noel for Jeanne-Marie.* N.Y.: Charles Scribner's Sons, 1953.

Excellent illustrations and large simple print. Christmas in other lands. A pet sheep.

Tazewell, Charles. *The Littlest Angel.* Chicago: Children's Press, 1946.

A classic story. Beautiful, large illustrations.

Trent, Robbie. *The First Christmas.* N.Y.: Harper and Brothers, 1948.

Excellent, simple illustrations and words for teaching religious vocabulary.

Tutt, Kay. *And Now We Call Him Santa Claus.* N.Y.: Lothrop, Lee and Shepard, 1963.

Large, simple illustrations with simple story to explain who Santa was.

Watts, Franklin. *Let's Find Out About Christmas.* N.Y.: Franklin Watts, 1967.

Good introduction to Christmas. Large illustrations and simple words.

Welcher, Rosalind. *The Runaway Angel.* N.Y.: Doubleday and Co., 1963.

Illustrations sweet. Activities regarding Christmas preparations, and how little children feel left out.

SPEECH IMPROVEMENT

Bryngelson, Bryng and Mikalson, Elaine. *Speech Correction Through Listening*. Chicago: Scott, Foresman and Co., 1959.

McIntyre, Barbara M. *Informal Dramatics: A Language Arts Activity for the Special Pupil*. Pittsburgh: Stanwix House, 1963.

Thompson, J. J. and Scott, Louise B. *Talking Time*. Manchester, Missouri: Webster Div., McGraw-Hill Book Co., 1st ed. 1951, 2nd ed. 1966.

Engel, Rose C. *Language Motivating Experiences for Young Children*. Los Angeles: University of Southern California.

MISCELLANEOUS MATERIALS

Creative Playthings, Princeton, New Jersey 08540.

National Dairy Council, American Dairy Association of Iowa, Des Moines, Iowa 50309.

Peabody Language Development Kits, American Guidance Service, Inc., Minneapolis, Minnesota 55414.

Audiovisual Center, Division of Extension and University Services, University of Iowa, Iowa City, Iowa 52242
Films:

"How the Animals Discovered Christmas." U-4454. Coronet Productions.

"The Little Engine That Could." U-6100. Coronet Productions.

"The Littlest Angel." U-3092. Coronet Productions.